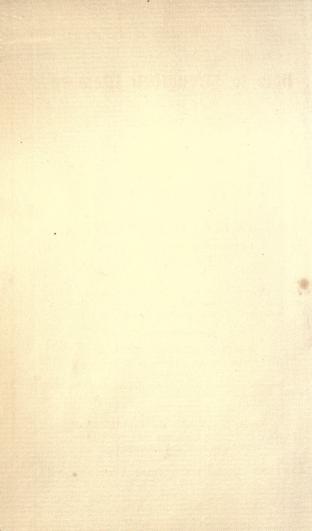


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## INTERNATIONAL,

## ASSIMILATIVE SYSTEM,

ADAPTED TO ALL PERSONS, ALL STUDIES, AND ALL OCCUPATIONS.

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### PREFACE.

THIS small work is an abridgment of a larger text book, yet it contains all that is essential to the acquirement of the system. What is omitted is chiefly theoretical; but its practical side is greatly extended by many new and useful applications. (See table of Contents.)

It is written mostly for those who wish to acquire and use the system without studying deeply the principles embodied in it. These may be studied afterwards from the larger text book if desirable, but this is written in the briefest manner to meet a present as well as a pressing need.

Its distinguishing feature is the prominence and importance given to Presentation in cultivating memory. It shews that right presentation is the true secret of perfect impression; that memory taxing associations are not in the least necessary in order to link together facts and ideas in the mind. Memory does this of itself through the Law of Contiguity, and does it perfectly, if they are only concisely presented. This conciseness is gained by using only the essential elements of Suggestion, and thus reducing the Presentation according to the "Rule" given.

This "Rule" will be found in the chapter more especially dealing with the subject, and also in "Applications to Geographical Names" on page 66.

The price of the larger text book is Sixpence more than this.

### CHAPTER I.

# PRIMARY PRINCIPLES EMBODIED IN THE SYSTEM.

The system aids and develops memory by the following processes:—

- Assimilation of numbers and words by approximating affinities of sound.
- By new and simpler forms of Recollective Analysis and Synthesis.
- By a twofold correlation of ideas when analysis reveals no affinity between them.
- By a principle of Root-words suggesting the phraseology in which ideas are expressed.
- By a special and triple form of Interrogative Analysis and Synthesis operating only through the Root-words.
- By using a certain Rule of Presentation which always harmonizes with the laws governing mental impression.

### CHAPTER II.

### REMARKS UPON THE PRINCIPLES.

The six principles enumerated on the preceding page not only aid memory but cultivate and strengthen every power of the human mind. The system leaves no faculty unemployed, but brings all into the service of memory, directly or indirectly. The development of memory is only one of many advantages resulting from its principles, for their daily practice will develop in the mind powers of a high order, and gifts of the greatest value in every career. The system is not only comprehensive but complete. The six principles embodied in it meet every need and fit every variety of mind: and all are absolutely essential, though all need not be used at the same time.

Though there are only two great laws of memory—Similarity and Contiguity—yet these manifest themselves in such endless variety of form that other minor laws have been derived from them designed to meet certain needs and certain cases. To cultivate the memory all round, to aid it in all its operations; to make it quick to acquire, strong to retain and ready to reproduce; to do this, requires many and special adaptations of the two great laws before referred to, and also a wise and judicious application of them.

Out of many aids to memory given to the world, there are few but what have transgressed one or other of its own primary laws: and even some of the principles just enumerated have been so misused and misapplied as to destroy the very powers which they are calculated to aid and strengthen when rightly used. This is true of the principle of Correlation as of others, and we are the first who have defined its legitimate uses and pointed out the conditions and operations of memory in which it may with safety and advantage be employed. The six principles named, form the basis of the system and are

employed in varying forms throughout the work in combination with each other. In many respects, the lastmentioned is the most important, for it should be ever present before us, and should influence all our methods of using and applying the other principles. This is the first system which has ever dealt practically with the law of presentation, and reduced it to a fixed rule. That there is some law governing presentation all are conscious of. The fact that all concise forms of speech, such as proverbs, mottoes, maxims, etc., easily stick to our memories and refuse to be forgotten, has made many reflect upon the possibility of giving to every subject such elements of conciseness and suggestion as shall make every presentation perfect and as difficult to forget. This is the design of the Rule of Presentation, around which the chapter upon this subject centres. (See Chapter VIII.) A wide study of this subject will convince everyone of the value of the Rule by which the student is guided to a conformity with the requirements of this law.

### CHAPTER III.

### ASSIMILATION OF NUMBERS.

HOW OTHER SYSTEMS HAVE DEALT WITH NUMBERS.

All mnemonists, up to the present, have tried to aid the memory of members by using what are termed "keys" or "Figure Alphabets," and we here insert one—the "key" used by the late Professor Loisette.

For nearly 200 years this method has been employed without anyone ever thinking out a better, and it is still used by every teacher of memory, and forms part of every system taught to-day, excepting the one contained in this book.

Of course, these figure alphabets sometimes vary in form, each teacher altering the representative letters to suit his own taste, but all employ them, though their disadvantages have been deeply and widely felt since Dr. Gray introduced them in 1730. Not only is there the great difficulty of learning them owing to their arbitrary character, but also the difficulty of forming the allotted letters into sensible and rememberable words. Both of these difficulties are altogether removed by the natural assimilation of numbers and words embodied in the Rules of Sound following this chapter.

These are based upon a law of affinity so rational and simple that once perceived the natural similarity of the numbers and sounds will never fail to suggest each other. Every day the relationship will become more obvious until the names of everything around us will be able to suggest numbers to us without having to learn

anything by heart or tax our memory with any key or table whatever.

Besides this, the difficulty of forming letters into words is obviated, for words ready made are always at hand, the whole English language being at our service

with very few exceptions.

We have ourselves compiled for the use of students various supplementary papers comprising thousands of numerical facts and historical dates, without having need, but very rarely, to use even a syllable twice over. The Rules are based upon the great law of Similarity, and if the directions for studying them are carefully followed they may be acquired in a very few minutes: and if the sounds are audibly articulated, the suggestive element in each syllable cannot fail to give the number.

Thus, without burdening his memory with any "key," the student is possessed of a new power of illimitable adaptation, and the language which he has used since childhood is endowed with a new significance, and is capable of suggesting numbers to him in every

variety of form.

# THE "RULES OF SOUND" AND EXERCISES. CHAPTER IV.

# DIRECTIONS FOR ACQUIRING THE "RULES."

First read the Rules carefully, observing, that as they refer to ten numerals, so they deal with ten different classes of The "Rules of Sound" on the following page must not be learnt by heart under any circumstances.

Then read again each rule, articulating aloud the examples along with the sound of each numeral, thus-ton one son one, can one, fan one, etc., as in the first rule.

This must be done until the reader clearly perceives the affinity between the sound of each numeral and the sound of the words approximating to them and is able to detect the numbers indicated by them.

The "Glossary of Words" will afford the reader ample scope for testing his proficiency.

This proficiency must be acquired, not by study, but by constant practice when about his or her ordinary duties, seeking for numbers in every object and in every word mentioned.

The names of persons, places, and everything coming before the student must be instantly translated into a number, and by so doing the Principles will become unconsciously a part of himself and never be forgotten.

Thus the sounds—top, tib, til, ted, teth, cannot be used because they bear no resemblance to the sound of any figure; but when combined with long yowels they do. Thus—type, tribe, tile, tied, and tithe all represent 5; and tube, tool, ande, tooth all intewrise represent 2. Syllables ending with p. b. l., d, and th cannot be used except when sounded with long rowels, and when a word cannot instantly be translated into a number it is because it will be found to contain one of these five exceptions.

Therefore, these five exceptional sounds are re-instaled by the aid of the vowel rules, and thus is every sound in the language brought late service either directly or indirectly.

As will be seen, the approximating sound of each syllable is the primary element suggesting the number, therefore one syllable stands only for one figure, two syllables for three figures, thus-de 8, delude 82,

For examples of application, see Historical Dates, etc., Part II.

# ASSIMILATING PRINCIPLES OR RULES BY WHICH THE COMBINATION OF LANGUAGE AND FIGURES IS EFFECTED.

The principle embodied in the following Rules is that of representing figures by those syllables in our language which give It will be observed that five of the Rules are dependent upon the rowel sounds U, E, I, A, O; while the remaining five are similar or approximate sounds.

purely dependent upon the consonants, being entirely governed by the consonantal sounds terminating the syllables.

Figure 1, word One 1, as in Fon-Ston, Can, Fan, Hum, Drum, Glun, Run, &c.

royels A, Q, U, as in Ton, Son, Can, Fan, Hum, Drum, Glun, Run, &c.

Figure 9, word Nine, is represented by Mo or Naving a sharp sound when following the week rowels E, I, as in Limb, Rim, Pin, Feursel, When the Consonants only apply when the rowel in mind that those Rules respecting the consonants only apply when the rowel in the syllable has not I is oncy open sound, but only when M or N is the principal and terminating sound according in the syllable has not I is oncy open sound, but only when M or N is the principal and terminating sound according

to the above examples.

When two consonants terminate a syllable, and both are sounded, the first consonant only must be taken to Indicate the figure is in And Ann Mong, Mont—all signifying one; as also in Mart, Cart, Turn, Burn, Hard, Bard, Turk, Firk—all againfying four; in like manner then terminal from units anyays be taken to represent 8.

### EXERCISES ON THE RULES OF SOUND.

The student must know well the "rules" before

attempting this exercise.

Write from memory the numbers indicated by the following words. Each word indicates three figures. Write, in pencil, to admit of correction, the number opposite each word, as shewn with the first word in each list.

Toronto 4 1 0 bribery 5 4 3 butterfly 8 4 5

TOTORIO T I O	Directy 5 1 0	buttorny
Burgundy	quietness	satisfy
circular	nightingale	infusion
circumcise	explosion	vinegar
torpedo	October	stimulate
fortitude	occupy	intrinsic
harlequin	explicit	interlude
heretic	secular	interdict
martyrdom	dictation	inflection
survivor	desolate	inspector
correction	asbestos	inventor
character	ottoman	genuine
carpenter	Atlantic	singular
sareastic	attribute	impostor
violin	flatterer	interlope

The above words are selected from the last three pages of the Glossary, from which the exercise may be corrected.

### CHAPTER V.

### ASSIMILATION OF IDEAS.

As with numbers, so with words and ideas, their natural assimilation depends upon the points of affinity discoverable or establishable between them. In our larger text-book we have pointed out ten different elements of affinity, which may be enumerated as follows:

Affinity of sound as in mark-marque, check-cheque

"	form meaning	,, miner—minor, currant—current ,, desire—wish, culculate—comput
,,	time	,, Balaclava—Inkerman
"	place	,, Egypt—pyramid, St. Petersburg- Moscow
,,	incident	,, Romeo-Juliet, Othello-Desdemon
,,	negation	,, black-white, giant-dwarf
,,	causation	" Newton-gravitation
"	succession	,, Trafalgar—Waterloo, Plague— Fire of London
	an ariatana	
,,,	co-existence	,, Cain-Abel, Sodom-Gomorrah

The first three are elements of Similarity; the remainder are elements of Contiguity. These are the two great and primary laws of memory, and from them all other laws are derived.

From these two laws of association or memory, various minor elements or forms of Contiguity and Similarity manifest themselves which are easily recognised when once pointed out, and which have a great influence on recollection. The method of discovering, identifying, and classifying these various elements of affinity is shewn in the following chapter on Comparative Analysis.

When we have learned how to discover these assimilative elements, we then begin to utilise them by building up our words and thoughts together, or whatever we have to remember, in such a way that their separate parts shall be suggestive of each other and readily bring each other to mind. Such is the work of Retentive and Recollective Synthesis, which is more fully treated in the larger text-book, but which is in this more clearly exemplified in the chapters dealing with Root Words.

By this process, every idea may be compressed into and represented by a single word. Therefore, our operations in the following chapter, and in many others, will mostly deal with words, as in the future our recollection of any series of ideas will resolve itself into a recollection of a few dependent words.

Besides, single words are more easy to analyse and to deal with than ideas. They bring ideas before us in a more concise, concrete, and rememberable form, and we shall therefore use a series of words in shewing the

process of Analysis in the following chapter.

### CHAPTER VI.

### COMPARATIVE ANALYSIS.

What is termed "Recollective Analysis" we have divided into two distinct processes: (1) Comparative Analysis, which deals with words and ideas; (2) Interrogative Analysis, which deals more directly with phrases or sentences and the verbal forms in which ideas are expressed.

Analysis trains the mind to a recognition of three great laws of Suggestion or affinity—Similarity, Concurrence, and Contrast. These Analytical laws are derived

from the two great laws of association—Similarity and Contiguity—and they work in harmony with them.

From Contiguity we derive Contrast, which is a form of Contiguity sometimes called the negative of

contiguity.

Concurrence also we derive from Contiguity. Concurrent ideas or words have become so through being originally contiguous. Therefore, Concurrence of any kind is either a form of Contiguity or a result of it. Thus the affinities of co-existence, cause, or succession are the result of past contiguity, hence we get Concurrence of idea. Therefore, we have four primary conditions of Concurrence: Concurrence of Time, Place, Incident, and Idea, which embraces the last three Contiguous elements enumerated in the last chapter.

Similarity can only exist in three kinds: Form, Sound, and Idea. Great care must be taken to distinguish between Similarity of idea and Concurrence

of idea.

Ideas to be similar must be synonymous; but Concurrence implies relationship without similarity. Thus we have Similarity between Prison and Jail: but between Prison and Warder we have only Concurrence.

As stated, Analysis enables us to discover these elements of affinity between words and ideas by which they more easily become assimilated one to another.

The first process is Comparison,—that of comparing words one with another. By this we perceive their points of similarity or contrast, but only by careful observation can this be done.

The next process is Classification. When we have found some relationship between two words, we must think of what it consists, to which of the three classes does it belong, and also of what kind it is.

Thus, if we find an element of Similarity between two words, we ask ourselves "Where does it lie? Is it in the form, or sound, or meaning?" If an element of Concurrence, "Is it in time, place, incident, or idea?" We here give a list of words, pointing out the affinities between them. S stands for Similarity, C for Concurrence, and Con for Contrast:—

marsh	
mar	—S in sound, each giving also same number.
ruin	—S in meaning.
habit	—C of idea.
manner	—S in meaning.
mantle	—S in sound, first syllables.
cloak	—S in meaning
deception	—C of idea.
innocence	-Con.
font	—C of incident.
church	—C of place.
service	—C of incident.
servitude	—S in sound.  —C of idea.
prison	— or mea.

We give this list of words only as an example, so that the student can select other lists for himself and find out their affinities in the same way. When a list of words has been compared and classified, then do as we direct with this present list. Read the words carefully over, stopping to observe the connection between each word and its predecessor. Then endeavour to repeat the words without seeing them, beginning with "marsh." If one should fail to come to mind, mark it and pass on; then when the list is finished, go back to the words missed and compare them again. The influence of this Analysis upon memory will be immediate and obvious, for the reader will find that the first word will bring the others.

into the recollection. He will also be able, by a little reflection, to recollect them in any order, either backward or forward, one way as readily as the other. The most effective method of Comparison, especially when comparing foreign words with their English equivalents, is to write them legibly opposite each other, thus:

marsh mar
mar
ruin
ruin habit
habit manner

This method shews up more clearly any peculiarities or affinities of form, etc. The briefest analysis will often suffice; but if the words are representative words, standing for a series of important facts to be kept permanently in mind, then the analysis must be done both thoroughly and carefully.

When the student is unable to discover any affinity whatever between any two words which he wishes to remember, then he must connect them by the principle

of Correlation fully explained in the next chapter.

### ANALYSIS OF NUMBERS.

Not only words, but lines of figures may also be more easily remembered by comparing them one with another. They should first be divided into groups. (See "Rule of Presentation, chap. viii.) Then the differing value of each successive figure from the one before it should be carefully observed. An imaginary line, indicating this, drawn from the first figure will often assist and cause the first figure to bring the others to mind. Thus, take 4 2 6 8. From the first 4 the line would drop two figure spaces to indicate 2 the next figure; then rise to two spaces above the starting point to indicate 6, and then rise two spaces higher to indicate 8. On a stave of ten spaces to correspond with the ten numerals, any short number may be indicated by a crooked line touching the particular spaces, the horizontal distances from one point to another equalling only the space of each figure.

The figures themselves might be made to occupy these imaginary positions, and thus their height and depth above or below each other would assist in remembering their character.

Only those with good visual memory would benefit by this plan, but all will remember short groups of numbers more easily by carefully observing in their own way the differing value of each successive figure.

These remarks only apply to very limited numbers; but for remembering numbers to any great extent, the "Rules of Sound" given in Chapter IV. must always be relied upon.

### CHAPTER VII.

### CORRELATION.

Correlation is the art of connecting dissimilar ideas or words by other words having some correspondence or relation to them.

We are the first writers upon Memory who have defined the legitimate use of Correlation, and have indicated in our larger text book the special conditions under which it influences memory and for what purposes

and studies it should be employed.

We have adopted a twofold method of Correlation, embodying two distinct forms—Simple and Compound, which will tend to safeguard the principle from misuse. Simple Correlations are expressed in one word, and examples of both kinds, taken from the Latin Vocabularies in the larger text book, will be found on the succeeding page.

Simple Correlations should always be preferred when possible, as they more fully harmonize with the Law of Presentation. Compount Correlations, if too extended, enlarge the presentation, and thus weaken the force and concentrativeness of mental impressions. Correlation should be used to supplement Analysis, and only when Analysis and Presentation both fail should correlation be

employed. When perfectly done, Correlation is the highest and purest form of association, because it turns entirely upon natural correspondency. Like the "Rules of Sound" in Chapter IV., it is a modern application of the great law of Similarity, and is a great aid to memory when wisely employed.

### SIMPLE CORRELATIONS.

LATIN WORD	CORRELATION	MEANING
corona	coronation	a crown
vita	vitality	life
porta	portal	gate
nauta	nautilus	sailor
femina	feminine	woman
pecunia	pecuniary	money
agricola	agriculturalist	husbandman
dominus	domination	a lord
equus	equestrian	a horse

### COMPOUND CORRELATIONS.

ala	alacrity, swiftly, flying	a wing
aquila	a quill, a bird, large bird	eagle
columba	col, collar, ring, ring-dove	dove
ora	hoary, white, chalk-cliffs	coast
mensa	men, brave men, knights of round table	e table
insula	peninsula, insulated land	island
hasta	haste, speed, swift, arrow-like	spear
avus	average, overaged	grandfather
gladius	gladiator, swordsman	sword
pulchre	sepulchre, white, ornate	beautiful

If the above are repeated but once or twice, reflecting upon each correlation, to forget their meanings afterwards

will be almost impossible.

We have recently correlated, for the use of students, the whole of the Latin Vocabularies in Dr. Smith's "Principia Latina" This forms one of the list of Supplementary papers referred to at the end of the book and is one of the most valuable, the result of much labour, but a great saving of time to every student.

To In learning foreign words, it will generally be found sufficient to compare each word with its English

equivalent. If this is done carefully, the analysis will often reveal some little affinity or contrast by which one will suggest the other, even if the Presentation itself does not suffice. But should a word repeatedly fail to come to mind after being thus analysed, then correlate them together after the manner of the preceding examples.

As before shewn, Simple Correlations are formed of one word only. Compound Correlations employ a number of words. Correlations should always be made as simple and concise as possible; but it is better to use even three or four words and make the correspondency clear than to use one if the connection is vague and

uncertain.

The most difficult words to correlate together are personal names, because such words have no meaning apart from the persons themselves. Yet it is often necessary to remember lists of names in connection with each other, such as the celebrities of different periods of history, the various characters of a popular story or play, or the persons connected with any great work or movement. We therefore here give as an example the names of Queen Victoria's Prime Ministers:—

Lord Melbourne mellow fruit Sir Robert Peel apple, russet Lord John Russell rusling, racing Lord Derby horse race, railway race, London to Aberdeen Lord Aberdeen contrast-North, South. tropical palms Lord Palmerston waving, signalling, beacon Lord Beaconsfield harbour light, safety, gladness W. E. Gladstone stone, Stonehenge, Salisbury Plain Lord Salisbury similarity in sound Lord Rosebery

If the student will read these names but once over, carefully observing the correlative ideas, he will be able to repeat them from memory. A very long series of names, facts, or events may be learned by the aid of the

"Key." (See Chapter XIV.)

It is often advisable to represent personal names by other words which will suggest them, and which are more capable of association. Thus the words Chalk, Spendthrift, Shake, Mill, would suggest Chaucer, Spencer, Shakespeare, Milton, and they would be more easily associated together.

### CHAPTER VIII.

### PRESENTATION.

Things are remembered best according to the circumstances under which they are first presented before us. Thus arises a necessity for some law governing Presentation. Everything depends upon the first impression, and the conditions of mind essential to perfect impression are treated of elsewhere; but in so far as a right presentation can effect the impression we will speak here.

Though our powers of retention are regarded as almost illimitable, yet our powers of acquirement are exceedingly limited, owing to the limited area of conscious

activity.

We can receive perfectly but one impression at a time. We may, at times, receive impressions quickly, but they must come in single succession. If we attempt to enlarge the area of conscious activity by crowding several things before the mind at the same time, it will gain no distinct impression of either. This is because its force is weakened by being diffused and divided.

As the lens enables the photographer to secure a permanent impression, so does concentration act in like manner with the mental activities. The more these are narrowed and focussed, the more perfect will be the conscious impression. Hence the Law of Presentation.

If the mind is so constituted as to receive more readily a smaller presentation than one larger and more extended, it becomes essential that every presentation we place before it should be made as small and concise as possible, in order to meet this peculiar law of mind. Therefore, when teaching, or in learning a series of ideas, numbers, or words, the series should be broken up into easily rememberable parts, and these assimilated in gradual succession; but the matter should be so divided as to preserve in each part some recognizable affinity to the others by which their reconstruction may be readily accomplished.

In aiding a child, for instance, to spell a difficult word, the word should be so divided as to clearly mark out its difficulties, and the joining letters of the separate syllables or parts should be carefully pointed out in view

of its reconstruction.

In dealing with words and numbers, the "Presentation," should never extend beyond three figures or threesyllables, the attention being first directed to the middle one, the others on each side becoming familiar by comparison with it, these different groups being afterwards. linked together by some observable peculiarity or affinity

between the letters joining together each group.

Even numbers or formulæ may be easily assimilated to a certain extent, in this manner; but when too-numerous and extended, then apply the Rules of Sound in Chapter IV. By following this process of division and reconstruction, presenting to the mind matter in easily assimilative parts, may the greatest difficulties in memory work be overcome and almost impossible things accomplished. We give here, from p. 29 of our larger text book (where a full explanation of its meaning is given, but which is here unnecessary, as we are dealing only with difficult forms) the following Welsh word to be thus divided and reconstructed as indicated above:—

Llanfairpwll,gwyngyllgertro,bwllgerch wyrn,byllgogerbwll,llantysilio,gogogoch We have divided the word into separate groups of three

syllables to harmonize with preceding directions.

To learn this word as a whole by simply repeating it would be almost impossible, however many times it might be repeated; but separate it into easily assimilative portions as follows, and by taking one syllable at a time and observing carefully the following directions, half the word will be learned in a few minutes:—

Llan fair pwll, gwyn gyll gertro, bwll gerch wyru, byll goger bwll, llan tysilio, go go goch

Begin by comparing the first three syllables, carefully examining the form of each one, spelling each aloud, afterwards all together. The next three syllables all begin with G. Notice particularly their peculiar form and in what they differ from each other. Repeat audibly the middle syllable first, next the one on the left, then the one on the right. Then repeat them altogether and also along with the others from Llan to gertro, taking them also the opposite way.

Notice the affinity of the second letter in the third and fourth syllables. This will serve to link together the first group of three syllables to the second three.

Next notice the syllable following the G syllables, its likeness to the third syllable which precedes them. The one will cause you to remember the other. Then follows gerch, completing the half of the word. The remaining half may be learned on some other occasion, as for some to learn it all, would be unwise until their memory has been strengthened by training and discipline, though many will be able to learn it at once, if assimilated gradually, and dealt with in the same way.

The power to spell words, however difficult the words may be, will be easily acquired if this process of learning them be followed. As shewn, every difficult word should be broken up into syllables, or into such portions as clearly mark out its difficulties and shew the points upon which its correct spelling depends.

We have shewn elsewhere how concentrated attention is necessary to secure perfect impression, and here we see how this concentrativeness of memory should influence our methods of dealing with it. The circumscribed area of conscious activity necessitates a circumscribed form of presentation. Hence the general "Rule" given below, to be followed in all studies and with everything which is difficult to learn, be it a formula or a definition, a difficult passage or quotation, a scientific law or judicial enactment, or any other mental task.

### ANALYTIC AND SYNTHETIC RULE OF PRESENTATION.

Reduce the presentation by the use of suggestive or dependent parts, reconstructing the whole by the affinities observable in those parts.

This rule turns upon two things, and may be expressed in two words only:—

### DIVISION AND RECONSTRUCTION.

But the way a thing is done is everything, and the rule alone shews us how this division and reconstruction are to be done to be effective. The rule just given, applies not only to the subjects before referred to, but also to literary composition, either poetry or prose, and to ideas generally. The Rule of Presentation in regard to ideas is carried out by the agency of root words. (See Chapters X, XI, XII.) Root words present to the mind in the narrowest compass all the essential elements by which their recollection is accomplished. The root words only, kept in mind, reproduce the ideas at will, as well as the language in which they are expressed.

The Rule of Presentation also operates in "Suggestive Contractions," by which a short series of words standing for important facts, may be represented by suggestive syllables, or other words or syllables sounding like them, and then strung together in a sentence easy to be remembered.

Numerous examples will be found throughout the

book and in Chapter XIII.

### CHAPTER IX.

# CONDITIONS ESSENTIAL TO PERFECT IMPRESSION.

Presentation, as shewn in our last chapter, deals with the objective aspect of the question only—the arrangement and detail of what is presented, but the condition of the receiving medium must also be considered. As in photography, the impression largely depends upon the sensitive character of the plate, so mental impressions likewise necessitate a prepared condition of mind in order

to be deep and permanent.

As this little work only professes to be a bare statement of the principles of the system—just sufficient to shew their general and everyday use, we are prevented from explaining the why and the wherefore of many things which are dealt with in the larger text book. That work, being essentially more theoretical, contains, amongst others, chapters upon the following subjects not absolutely necessary to the learning of the system. These have been omitted from the present work in order to give more detail to the practical application of the principles to a variety of scientific, literary, and commercial subjects of greater interest to the general reader,

OPERATIONS OF MEMORY.

LAWS OF ASSOCIATION."

PRESENTATION AND CONCENTRATION.

CONCENTRATION AND CONTIGUITY.

PHYSICAL CULTIVATION OF MEMORY.

SUGGESTIVENESS OF MEMORY.

INTEREST AND MEMORY.

FACTS CONCERNING RECOLLECTION.

CONDITIONS ESSENTIAL TO RECOLLECTION.

In the first chapter mentioned, dealing with the operations and impressions of memory, are detailed the conditions essential to perfect impression, with which we have headed this chapter, but which we can only here refer to in the briefest manner possible.

Of the primary conditions of mind dealt with, three are specified as being essential to a perfect impression:—

- Direct conscious activity, or an aroused condition of consciousness.
- Equal and combined activity of all the mental powers.
- Concentration, or firm control and direction of the mind by the will.

The first shews that though we may, at times, receive impressions through the senses almost unconsciously, yet the reception of abstract ideas necessitates a lively condition of our mental activities. This is further exemplified in the chapter on the "Physical Culture of Memory," which treats of the best physical conditions under which memory operates, the best time of day for learning or recapitulating, with the habit and foods most necessary to preserve the brain in its fullest vigour.

Operations of memory greatly fatigue the brain, hence the ready activity of our recollective powers on awaking even from a short sleep. This fact should deter us from attempting to memorise anything except when in our best physical condition, and then only for brief periods of time. Mere recapitulation may be performed almost at any time, but to gather new impressions the brain should be fresh, alert and active as possible.

The second essential affords a strong argument in favour of scientific memory, which generally aims at bringing about a combination of the faculties in the reception of mental impressions. It is shewn that why dreams are generally so soon forgotten is owing to the fact that a portion only of our faculties are active during sleep. Many other facts are adduced to shew that the more numerous and general the faculties employed in

mental operations, the more durable and lasting will be

the impression.

The third essential dealt with shews how mighty may become even our weakest faculties when directed by a strong will. This is also more extensively treated in the chapter on "Facts concerning Recollection," but in this connection it is shewn that its chief function in receiving impressions is to concentrate the power of the mind, and thus limit and circumscribe the area of conscious activity. By this, the light of consciousness is made to shine strong and clear, and the human mind receives what is presented before it in permanent and minutest detail.

### CHAPTER X.

### INTERROGATIVE ANALYSIS.

Thoughtful men in all ages, from Socrates downwards, have been conscious of the fact that Interrogation greatly strengthens mental impression,—that being questioned, or questioning ourselves, respecting anything we wish to remember causes the remembrance of it to be

more definite and permanent.

This is not only due to the recurrence of the original impression brought about by the question, but also to the revival of the several elements of consciousness accompanying it. Interrogation wisely directed, serves to collect and unite these scattered elements in order to confirm and strengthen the original impression. We have shewn in our larger text book that recollection purely depends upon a recurrence of some of the conditions of consciousness accompanying, the first impression.

As interrogation necessitates reflection, and as reflection always tends to revive past impressions, it will be seen why Interrogative Analysis becomes a primary

factor in inducing recollection, if rightly used.

The mnemonist, John Wallis, who first introduced this principle in the 17th century, directed that the student should ask himself twenty-two different questions respecting each fact or idea that he wished to remember. These questions will be found in Middleton's book and are very comprehensive. We have been experimenting some years with this principle in order to reduce it to some easy and definite rule of application. We have carefully analysed the twenty-two questions referred to and have eventually compressed them into three only.

These three questions comprise every essential element in Interrogative Analysis, and they can be remem-

bered by three words only, which are as follows:

### What? How? Why?

The significance of these words we will now point out. Every idea brought before us presents three points for enquiry:

- 1. The assertion or statement, embracing the truth, idea, action, or subject introduced.
- 2. Condition, or how, when, or where enacted, spoken, or evolved.
- 3. Causation or inference, why? for what reason? or to what end?

These conditions answer to the three questions:

What? How? Why?

One or two, sometimes the whole three of these interrogatives will apply to every root word, whether it be a noun or verb or adjectivo, and also to every Phraseological or relative suggester.

Every root idea, at least, should be analysed by these three questions; but the questions must always centre round the root word. This must be the pivot upon which each question turns, the centre from which it

originates.

Thus, take the following quotation from Secker as an example:

"To store the memory with a sense of injuries is to fill that chest with rusty iron which was only made for refined gold."

The underlined word is the root word. Upon this we turn our first interrogation, the assertive What? To store what? "To store the memory."

Secondly, we use the conditional How? To store it how, in what way? "To store it with a sense of

injuries."

Thirdly, we use the causative or inferential Why? Why should we, or why not? What is the inference? To do so would be "to fill that chest with rusty iron which was only made for refined gold."

Care must be taken to answer every question in the exact words of the clause or sentence under consideration, and not only should each be audibly uttered, but repeated in connection with the clause containing the root word.

Where a person is spoken of, the assertive What

should be changed into Who.

If any reader will analyse the preceding quotation by these three interrogatives in the way we have indicated, he will be able to repeat it word for word with scarcely any difficulty after once or twice reading over.

Persons posessed of the feeblest memories may easily learn by heart either prose or poetry with little repetition if the ideas are analysed through the root words or

suggesters in this manner.

Not only do these three interrogatives, What, How, Why, operate by the root word, but they also serve as a test to shew always which word of a sentence is to be used as the root word. This will be dealt with in the following chapter on Root Words and Suggesters.

Mere suggesters will seldom need more than the first interrogative What, if the connected sentences are carefully repeated as directed in the remarks on "Repetition" (Chap. XII). Take, for instance, the suggestive words in the following lines from Southey:-

### NIGHT.

How beautiful is night!
A dewy freshness fills the silent air,
No mist, no little cloud
Breaks the serene of heaven.
In full-orbed glory, the majestic moon
Rolls through the dark blue depths,
Around her steady ray
The desert circle spreads;
Like the round ocean, girded by the sea,
How beautiful is night!

Take the first underlined word, "fills," which is really the root word of the whole piece, the others being purely Suggesters, and which answers the opening line,

shewing how or why night is beautiful.

What fills? "A dewy freshness fills." Fills what? "The silent air." Take the second, "No." No what? "No mist, no little cloud," etc. Take the third, "In." In what? "In full-orbed glory the majestic moon, rolls," etc. Next, "around." Around what? "Around her steady ray the desert circle spreads; like the round ocean, girded by the sea."

Be careful to repeat audibly the connective sentences following each analysed phrase, as elsewhere directed. The above slight analysis by the first Interrogative only will enable anyone to repeat the lines from memory after

a very brief perusal.

### CHAPTER XI.

### ROOT WORDS AND IDEAS.

We shall commence this chapter by defining the

following terms:

 A "Root Idea" is the first idea of any related series, and that from which the root word is selected.

"Relative Ideas" are those which follow the root idea, which spring from it or are suggested by it.

The language in which ideas are expressed is easily remembered by rightly using the "dependent" words upon which their phraseology turns.

These dependent words are of two kinds: "Root

Words" and "Relative Suggesters."

The former are used to suggest the leading or root ideas, the latter to suggest the wording of the relative ideas following.

A "Root Word" is a word which readily suggests
the language or phraseology in which an idea
is expressed, through some observable connection with all its separate parts.

This connection is established by the three Interrogatives, What? How? Why? (See "Interrogative Analysis.")

4. A "Relative Suggester" is a word used to suggest the phraseology of a relative idea

Thus, a "Relative Suggester" is in some respects a root word; but to distinguish between the dependent words which stand for root ideas, and those suggesting the relative ideas; the latter are termed Suggesters because they merely suggest the wording of important sentences connected therewith.

The Root Word does more than this, for it not only holds together by the Analysis the several aspects of extended ideas, but it also holds to itself by observable

affinities the relative ideas which follow it.

Thus, Suggesters, or prompters, are merely temporary aids used simply to acquire the wording of the matter, and should be discarded altogether as soon as the piece is learned; but the root words are its permanent supports by which it may be perpetually kept in mind and easily reproduced whenever required.

Some do not require these intervening helps, but to all with feeble memory they are a necessity, as they form rests to sustain the mind and direct it from one point to another. They are also much more necessary in learning poetry than prose on account of the greater

multiplicity of ideas which poetry contains.

### How to recognize Root Ideas.

Our opening definition states that a root idea is the first idea of any related series. By the exercise in Comparative Analysis (Chap. VI.) the student will be always able to perceive when ideas are related to each other. It is not necessary to define the relationship, it is sufficient to perceive it. Where several connected ideas follow each other, the first is called the root idea because the others grow out of it or spring from it in some way. It is only necessary that they should have a successive relationship—the first to the second, the second to the third, and so on.

Before learning any piece of composition, carefully examine the first idea and see if it has any relationship or bearing upon the second idea. If it has, then examine the second idea to see if it has any connection with the third. If the first three ideas are clearly related to each other, mark them off into a series, and so bracket together each series of ideas having any relationship to each other. Thus, taking the first idea of each series, these become the root ideas of the piece. These root ideas, thoroughly learned, will control and ensure the

recollection of the whole if the connection is sufficiently clear.

How are the Root Ideas to be LEARNED?

This is accomplished by the use of root words governed by the "Interrogative Analysis" taught in the last chapter. The language in which these root ideas are expressed can be learned without difficulty and with very little repetition if the root words are wisely used.

Our opening definition states that a root word readily suggests the language in which an idea is expressed through some observable connection with all its separate

parts.

The clear understanding of this definition all turns

upon that underlined word "through."

A root word is not merely a suggestive word, but a word upon which the whole expression of the idea depends; the foundation stone upon which the verbal structure is built. A noun may be the most suggestive word to recall an idea, but the verb has most to do with its structure, and will therefore often prove the most effective root word. Hence, a root word is that upon which the idea is built, and to which all other words in the passage or sentence are mere auxiliaries used to express the idea more fully and clearly.

### How TO TEST ROOT WORDS.

The best and most proper test of a root word is by the three words of the Interrogative Analysis—What? How? Why? It is by these that the observable connection referred to in our definition is established. Will these words apply to it? Take the first idea from the first of the examples in the following chapter on "Mercy," the root word of which is "strained," and apply one or more of these interrogatives. What is not strained? "The quality of mercy is not strained." How or Why? Because "it droppeth as the gentle rain from heaven upon the earth beneath." The above is an isolated idea, though it is not followed by a full-stop.

The next root idea expresses the blessedness of mercy,

and it is followed by two relative ideas, referring to its power and dignity. We again apply these Interrogatives to the second root word "Blessed." What is blessed? "It [mercy] is blessed." How is it blessed? "It is twice blessed." Why? It blesseth him that gives and him that takes." Hence its power and also its dignity. The Inferential Interrogative—"Why" always leads on to the relative idea.

The third root word is "sceptre." In this case, the noun being closely linked with the verb is preferred, and answers quite as well. Thus—what of the sceptre? The sceptre shows something. Shows what? "Shows the

force of temporal power."

"But" is not a root word, and is only emphasized to show its importance as connecting the two aspects of this extended comparison originating in the word "scentre."

The last is "therefore," "Therefore, Jew."
Therefore, what? "Though justice be thy plea, consider this," etc.

IS THE ROOT WORD INVARIABLY THE SAME?

The root word selected by different persons may not always be the same word, as a noun may be sometimes used when closely connected with the verb on account of its greater suggestiveness; but the test we have given will always prove its sufficiency. Does it answer to these questions? Do these bring together every part of the idea into connection with it? Unless an obvious connection can be immediately established between the root word and every part of the idea, another word must be selected.

By a little practice, the judgment will become so trained as to rarely miss the proper root word; but should any doubt exist in the choice of words, always select that which answers best the requirements referred to.

The following beautiful lines from the Century Magazine were once adduced by a critic to show that the principles could not apply to all kinds of composition;

but, of course, this will largely depend upon the tact and resourcefulness of the student and the power of adaptation which he or she possosses:—

Brother and sister are they:
Out of the golden yesterday,
Through the dusty now, and the dim to-morrow:
Hand in hand, go joy and sorrow.

At first sight, it would appear to be very difficult to apply the principle of root words to these lines, and some would doubtless give it up at once as impossible; but if the reader has so little perseverance he can hope for little benefit from any principle, however valuable. The same difficulties would present themselves in a hundred different forms of literary composition; and these difficulties can only be met by a searching analysis for the dependent word in every case. The root word once found, will draw to itself, by the analysis, every part of the idea.

Thus, the root word of the lines just quoted will be found in "they," the last word of the first line. The reader only needs to apply his Analysis to prove it. Thus—what are they? "Brother and sister are they." How or why? The answer or reason lies in their inseparableness of past, present, and future, expressed in the words "yesterday, now, to-morrow." These three periods are described by the terms "golden," "dusty," and "dim." "Out" and "through" are their corresponding verbs. Thus—"Out of the golden yesterday." The word "out" following the root word, will easily bring the whole succession to mind with every particular of the phraseology in which they are expressed.

Of course, every rule has its exceptions; but very many which appear to be such will be found to yield to

careful application.

### CHAPTER XII.

### INTERROGATIVE SYNTHESIS.

### How TO USE ROOT WORDS.

It will be seen that the Interrogative Analysis establishes a connection between the root word of an idea and all its separate parts. The same three questions we also use in rebuilding the verbal structure in our own individual minds. By these, we gather up its extended clauses and sentences and bring them into connection with each other through the root word. They form the radiating links by which every part is held to its centre and the root word is the central suggestive medium by which every clause and sentence is afterwards brought to mind. Therefore, these three Interrogatives, What? How? Why? should be in constant use when analysing ideas and building together again their separate parts around the root word. This reconstruction must be continued until the root word shall not only recall the root idea, but this shall also recall every subsequent idea having any relation to it.

### REPETITION.

Though the purpose of this principle is to minimise the need of repetition, yet a certain amount of repetition is always necessary for the following reason, and this should always be done audibly, or aloud if possible. Articulate utterances have equal, and in some cases greater, effects upon the human brain than mental impressions, and words once articulated in any set form most naturally assume that form ever afterwards through the "law of Verbal Cohesion." Therefore, before repeating any clause or sentence, be careful to mark well its form, the order of each word, and, above all, the dependent word upon which its phraseology turns.

In poetry or eloquent perorations where rhetorical figures or successive comparisons rapidly follow each other, as in the essay of Macaulay at the end of this chapter. These should be carefully observed, their succession and order marked in the student's mind as we have numbered them in the example referred to. is very necessary in certain styles of composition such as the essay in question.

When the first or root idea of any series has been acquired, and can be repeated along with the root word, then proceed to examine the ideas which follow it. Their connection and relation to the root idea and to each other must be carefully observed. The sequence and relationship of these ideas will cause them to suggest each other afterwards, and in addition, a "Relative Suggester" may be used to recall the primary sentence of each relative

idea.

### ISOLATED IDEAS.

Ideas having no connection with previous or subsequent ideas must be remembered by a separate root word; but, on the other hand, if any succession of relative ideas extend too far, they should be divided into

two series, and an additional root word employed.

In the following examples, the relative ideas are indicated by a slight dash under each Suggester, the root words having a thick line underneath. Each sentence or idea connected with a Suggester must be analysed if necessary-at least it must be repeated twice or thrice until the suggestive word readily recalls its phraseology and then repeated along with the preceding sentences from that containing the root word. The three examples following represent the three most ordinary forms of literary composition. The first is a specimen of "blank verse" from the "Merchant of Venice," this being the most difficult form of composition to learn by heart.

### COMIC WRITINGS.

In dealing with humourous writings or any exceptional examples of difficult composition where extended ideas or comparisons entail a continuous succession of difficult phrases or sentences hard to remember. In all such cases, apply the "Rule of Presentation" given in Chap. VIII., dividing them first into easily assimilated portions, then connecting them, and repeating them together, afterwards according to the above rule.

THREE EXAMPLES OF EXERCISES IN ROOT WORDS

AND SUGGESTERS.

### MERCY.

STRAINED The quality of mercy is not strained,
It droppeth as the gentle rain from heaven
BLESSED Upon the earth beneath; it is twice blessed;
It blesseth him that gives, and him that takes,

It blesseth him that gives, and him that takes,
'Tis mightiest in the mightiest; it becomes
The throned monarch better than his crown,

Sceptras His sceptre shows the force of temporal power
The attribute (aid) to awe and majesty,
Wherein doth sit the dread and fear of kings:

But mercy is above this sceptred sway,
It is enthroned in the hearts of kings;
It is an attribute to God Himself;

And earthly power doth then show likest God's
THEREFORE When mercy seasons justice. Therefore, Jew,

Though justice be thy plea. Consider this: That, in the course of justice, none of us Should see salvation: we do pray for mercy; And that same prayer doth teach us all to The deeds of mercy.

Shakespeare.

The above exercise is analysed on pages 33 and 34.

### THE CHARACTER OF QUEEN VICTORIA.

Copied from the "Times" of Wednesday, January 23rd, 1901.

No words can express the general grief, the universal sense of national and personal bereavement awakened by the event which it is our melancholy duty to chronicle to-day. For nearly sixty-four years Queen Victoria has watched, at first with conscientious diffidence, later with ever-maturing experience, over every development of our national policy and destiny. Through that long period she has commanded the esteem of those who direct the affairs of the world, and has also won the affection and confidence of that vast majority whose judgment could only be formed upon general and external indications of character. Only a rare combination of sweetness and strength, only a subtle blending of the highest qualities of head and heart could have achieved this double success.

This generation can never know, save in the most general and imperfect way, the extent of the beneficent influence wielded by the Queen, at once over the great ones and over the lowly ones of the earth. The condition of Europe when she ascended the throne was one of extreme instability. A few years later, it became one of turmoil and confusion, in which dynasties were overthrown, and high potentates had to seek asylum where they could. That the British Throne came through that troublous time, not only unscathed but with added prestige and security, must be held due in no small measure to the character of its occupant.

Our own country did not escape the infection of the ideas which convulsed the Continent, nor was it exempt from the grave social evils which formed a legitimate ground of complaint. But, if we have had orderly evolution where other nations have gone through devastating internal conflict, if the monarchy held its own while new buttresses were being built for its support, and if it now stands, not only broadly

based upon the people's will, but strong in the affections of kindred nations over the sea, we owe these results in a great degree to the womanly sweetness, the gentle sagacity, the utter disinterestedness, and the unassailable rectitude of the Queen.

The nation owes her much more, for she has not only been loyal to it and to the constitution, but equally faithful to the claims of her own position. Though always scrupulously careful not to overstep the limits marked out for her by the constitution, the Queen never forgot the rights and the duties that the constitution confers and imposes. She always played her part in Government as the chief magistrate of the nation, and knew how, when occasion demanded, to assert the rights of the Throne against a too autocratic Minister.

We have also to thank the Queen for an influence of most potent kind, consistently and vigorously used to enforce high ideals of social and personal virtue, of religious faith and of the Christian life. Her own life was by choice, and as far as the necessities of her position would permit, one of almost austere simplicity and homeliness. Her Court has been absolutely unsullied by the vices which had come to be regarded as the inseparable concomitants of Courts, and if society at large has not yet reached her standard, it cannot plead the want of a shining example.

### MACAULAY'S ESSAY ON JOHN BUNYAN.

We give the latter half as being the more abstract and difficult.

ONLY.

Bunyan is almost the only writer that ever gave to the abstract the interest of the concrete. In the works of many celebrated authors men are mere personifications. We have not an Othello, but jealousy (1); not an Tago, but perfidy (2); not a Brutus, but patriotism (3). The mind of

CONTRARY
is the word connecting
the two aspects of the
comparisen.

Bunyan on the contrary, was so imaginative, that personifications, when he dealt with them, became men. A dialogue between two qualities in his dream has more dramatic effect than a dialogue between two human beings in most plays.

DELIGHTFUL

The style of Bunyan is delightful to every reader, and invaluable as a study to every person who wishes to obtain a wide command over the English language. The vocabulary is the vocabulary of the common people. There is not an expression, if we except a few technical terms of theology, which would puzzle the rudest peasant. We have observed several pages which do not contain a single word of more than two syllables. Yet no writer has said more exactly what he meant to say. For magnificence (1), for pathos (2), for vehement exhortation (3), for subtle disquisition (4): for every purpose of the poet (1), the orator (2), and the divine (3), this homely dialect, the dialect of plain working men, was perfectly sufficient.

YET
is not a root word, but
is emphasized to shew
its importance, connecting the two aspects of this extended
comparison.

BOOK.

There is no book in our literature on which we would so readily stake the fame of the old unpolluted English language; no book which shews so well how rich that language is in its own proper wealth, and how little it has been improved by all that it has borrowed.

COWPER.

Cowper said sixty years ago that he dared not name John Bunyan in his verse for fear of moving a sneer. We live in better times, MANY AND TWO form this last comparison.

and we are not afraid to say that though there were many clever men in England during the latter half of the seventeenth century, there were only two great creative minds. One of these produced the "Paradise Lost," the other the "Pilgrim's Progress."

It will be seen that we have numbered the successive points in every comparison or contrast, that their order and sequence may be the more particularly observed.

### CHAPTER XIII.

### HOW TO REMEMBER THE ROOT WORDS.

If each word is written in the margin of the page opposite the line in which it occurs, the law of Contiguity acting through the visual memory will generally recall the words without any other assistance, if only few in number. Should, however, the reader's visual memory not be strong, then he may connect them by "Suggestive Contraction" referred to at the end of the chapter on presentation. If the number of the words are considerable, such as would be used to recall the ideas of a sermon or lecture, then they should either be correlated to the key words in consecutive order; or they should be learnt by Analysis and Correlation, as shewn in Chapters VI. and VII.

Thus we have three separate methods of dealing with the root words when marginal insertions are not sufficient to recall them:

- They may be correlated to the key words in their required order.
- They may be connected in the mind by Analysis and Correlation.
- 3. They may be represented by Suggestive Contractions.

The last-mentioned method is the best for short articles, essays, and poetical pieces where the root words do not exceed a certain number.

The three following examples of Suggestive Contractions suggest the root words of the three "Exercises" shewn in the preceding chapter:

### "MERCY."

Root words ... ... strained, blessed, sceptre, therefore Suggestive sentence—strange, blessed, sceptres, there

### QUEEN VICTORIA.

Root words ... express, watched, generation, escape, owes, thanks

Suggestive sentence—Expressive watchwords generations escape, owning thanks

### MACAULAY'S ESSAY.

Root words ... ... only, delightful, book, Cowper Suggestive sentence—Only delightful book (of) Cowper's

It will be seen that conjunctions, prepositions, etc., are introduced in order to join the words together so as to form a sentence expressing some thought or idea as far as possible. By this the words are held together in their proper order, and little effort is required to remember them.

### CHAPTER XIV.

# PRIMARY USES AND PURPOSES OF THE "KEY."

In addition to suggesting numbers, the "Key" on the following page answers all the purposes of an ordinary Nomenclature Table, and though these form no essential part of the system, yet we include one constructed upon these unique principles of Sound for the benefit of the many students who prefer to use them for such special purposes as are indicated below. Fer other uses, see General Applications.

### SUGGESTION OF NUMBERS.

To suggest number words when the Student's Glossary is not at hand. Should the key word of any number be found unswitable to the nature of the association than required is articulation will immediately suggest other words from the "Glossary" sounding like it, and expressing the same number but conveying different and more suitable ideas.

### EXAMINATIONS.

To enable the student to classify, previous to an examination, any collection of facts in the exact order in which he will be likely to require them, by correlating or otherwise associating each one to a separate key word in consecutive order. See classified events on page 46.

## MENTAL REPORTING OF SERMONS OR ADDRESSES.

To fix in mind the principal ideas, opinions, arguments, and illustrations of an address by rapidly connecting with the key words in consecutive order, string words used by the speaker, likely to suggest them when atterwards called to mind by the aid of the key. It is preferable to use the speaker's own words; but if others more suggestive of the ideas present themselves, they should be used instead.

## EXTEMPORANGOUS SPEAKING.

To enable a teacher, public speaker, or debater to rapidly arrange a series of illustrations, ideas, arguments, or points of criticism, by associating each with a key word in the exact order in which he desires to recollect them.

The key cannot be used successfully for the above purposes until it has been thoroughly mastered, and san be repeated either forward or backward without mental effort.

## HOW THE KEY SHOULD BE LEARNED.

The key should be learned by Comparison only, and assimilated to the natural memory by gradual and constant use. No number under 100 should sere be mestioned or thought of without its corresponding key word being also remembered or looked at. For this purpose it is advantageous to carry a copy in the potent, so that it can advays be consulted should any number word fail to come to mind. For young people and others who prefer to learn it by heart, it is best to learn only a column at a time, and it is acconstructed as to be easily learned if the sounds and numbers are compared and the image presented by each word reflected upon.

## ALLITERATIVE KEY.

91	Infant	92	Hindoo	93	Intrigue	94	Ink-horn	95	Invoice	96	Index	26	Indus	86	Inmate	66	Engine	100	Unyoro
81	Pitman	82	Pot-hook	83	Patty	84	Potter	82	Pot-poy	86	Patrick	87	Patmos	88	Pottage	68	Patten	06	Pinfold
7.1	Freshman	72	Festoon	73	Fish-spear	74	Fisher	75	Fish-wife	92	Physic	77	Fastness	78	Flasket	79	Fish-tin	80	Flat-pole
61	Fiction	62	Fixture	63	Fig-tree	64	Figure	65	Fig-pie	99	Fig-box	67	Flag-staff	89	Frigate	69	Fig-wine	02	Fresco
51	Firebrand	52	Fire-proof	53	Fire-screo	54	Friar	55	Firefly	56	Firelock	22	Fire-brush	28	Firegrate	23	Filing	09	Fox-hole
41	Foreman	42	Fortune	43	Firtree	44	Farmer	45	Forelight	46	Forelock	47	Forest	48	Ferret	49	Farthing	50	Fly-boat
31	Tea-bun	32	Tea-spoon	83	Tepee	34	Tea-urn	7.5	Trefoil	36	Tree-frog	700	Treatise	88	Tea-pot	39	Tea-things	40	Turneoat
11									_										Tea-roso
11	Cannon	12	Canoo	63	Candy	14	Conger	10	Convoy	18	Convict	17	Compass	. 20	Comet	19	Convent	06	Crusoe
1	Can	6	Cook	er:	Key	4	Cur	a.c	Kite	*	Cock	-	Cuff	00	Cot	d	Kine	10	Congo

The above is not a key in the ordinary Mnemonical sense of the term, one being shewn on page 8. It is only a key in the sense that it suggests conclude words to students when the Glossary is not statement when the the words or students when the Glossary is not statement when the statement in words on memory, is our teason for still using the term. Not only does every word express its own number, but in most columns the sound of the first syllable is identical with the first sound of the number. The columns from forty all begin with "" until eighty is reached. This column takes the sound of the number. The columns from forty all begin with "" until eighty is reached. This column takes angegests the initial sound of the last column. So, the last word of the eighty column suggests the initial sound of the last column.

This shows how any series of facts or erents may be recollected in consecutive order by sescietating them with the key words. In this way many students remember the Sovereigns of England, Presidents of the United States, Problems of Euclid, and other facts deals with in some of the supplementary papers. If the key is well known, the recollection of the key words will bring to mind the events associated with them in their due order. It is not necessary to always bring the key word itself into the association, the slightest reference to it will suffice, as shewn in associations 3, 5, 8, 9, etc.

EVENT	Key Connection K	KEY WORD
imatum received by British	ultimatum from a can unrolled	can
	uncooked boars come through	cook
red train wrecked at Kraipan,		
r Mafeking of Glencoe and squadron of Hussars	they locked the front wheels	key
	through a cursed glen few go	cur
iders suffer severely	Higland colours flying soon won	kite 95
Ladysmith Sympasis Symons	cocks crow on Yule's route	cock
of Reitfontein, fought by French	Dundeeans kicked and cuffed become gloomy	Huc
	font, suggests baby, water and ewer	cot
ral Yule arrives safely at Ladysmith	ox-trains come safely through Yule's tact	kine
battalions lost and battery by ampede of mules at Nicholson's neck	battalions conquered when mules elope	Congo
State Boers first enter Cape Colony	with cannon the Free Staters come	cannon
smith invested and telegraph wires	Ladysmith cut off by land and water too	canoe
110 110 113 113 113 110 110 110 110 110		ultimatum from a can unrolled unccoked boars come through they locked the front wheels through a cursed glen few go  Higland colours flying soon won cocks crow on Yule's route  Dundecans kicked and cuffed become gloomy font, suggests baby, water and ewer ox-trains come safely through Yule's tact hattalions conquered when mules elope with cannon the Free Staters come  Ladysmith cut off by land and water too

The events in October were coupled with the first column of key words : events in November with the second column, etc., but after January, 1990, the month was indicated by the association commencing with its initial letters. The last syllables in each association give the date; the words underlined shew the connection with the key word.

### CHAPTER XV.

### METHODS OF APPLICATION.

The fact we desire to remember should be associated or correlated to something already known in connection with it. Thus we fail to remember a person's name. Yet we may know well his features and complexion, his profession, and where he resides. Therefore we take the best known or most prominent element of his personality and connect it with a word suggesting his name.

A mere association will often suffice for the present,

but the two may be correlated together afterwards.

Thus, suppose a gentleman's name is Southwell, and the only striking thing which you can think of respecting him is some quality of his character, viz.: his integrity and uprightness. You therefore correlate thus:—

straight, all-round, equatorial circle, Southern hemisphere

Southwell

The "best known" fact about another person is that he is a doctor, and you wish to rember that his name is Jackson. You correlate thus.—

healing, restoring, building up, house that Jack built—

The "best known" fact about another person is that he is a solicitor, and you keep forgetting that his name is Harding. You therefore correlate thus:—

legal, bonds, chains, oval iron rings, hard ring-Harding

### NUMERICAL APLLICATIONS.

A word may often express not only a number but a fact as well; and in this lies another advantage of representing figures by words instead of single arbitrary letters.

Thus suppose it is desirable to remember the date of a letter received on February 23rd. The word "fury"

would not only give the date or number 23, but by its initial letter "F," it would also suggest the month. This double use of words will be further illustrated through the following pages in connection with various

subjects.

When it is desirable to remember any numerical fact, such as the position or distance of a place, the weight of a metal, the motion of a body, the height of a mountain, the length of a river, or the date of an event, the figures must be first translated into words and then associated with the fact by an idea as striking as possible. The exact form of this association may vary much with the subject. In some cases, the two may be correlated together as above, but where several factors have to be dealt with, as in Dates of Historical Events, etc., correlations are not generally advisable, as they enlarge the presentation when too extended.

This is why we have seldom used a correlation in the Historical Events occupying the next ten pages. It is best to conform to the Law of Presentation by reducing the date and the event, each to their smallest forms and adding a connecting idea when necessary. But whether the connecting idea be expressed in the number word or not, the sentence should be so formed as to depend entirely upon the word or words expressing the number which should therefore form the root word of the idea.

This will obviate any necessity for remembering the exact order of the words except in a few special cases.

By this method, each sense influencing memory is provided with something to lay hold of and by which it may strengthen itself in each fact it deals with.

Verbal cohesion is provided for by the tongue having something to articulate; also the ear has something to hear, the eye to see, the mind to reflect upon. Thus are the processes of verbal and mental assimilation combined, while each separate faculty exerts its influence in forming and deepening the impression.

In making associations, the element most essential is conciseness. The Law of Presentation demands

this. The mental pictures of the "Old Mnemonics" are in no way necessary to memory if the associations are sufficiently concise. If a mental picture or extended thought is utilized, it should be made to turn upon two or three words only. Such phrases, memory can assimilate easily and recollect by verbal cohesion alone after once or twice repeating.

To remember each of the following events, two words only are necessary—the one suggesting the event,

the other the number.

These are placed in the middle column and thus

form the Presentation.

The connecting ideas will come of themselves, or may be often dispensed with altogether in the case of young people, but to adults they are more essential.

Therefore, the middle column is the all-important, because it contains the two essentials forming the Pre-

sentation, and these suggest both date and event.

Sometimes the Association is embodied in the Presentation. This is generally necessary where a considerable number of figures have to be dealt with as in the Populations, Distances, etc., shewn further on.

### END OF PART I.

dealing with Principles.

### PART II.

consists of Examples of Application, beginning with Historical Dates on the following page.

The middle column forms the Presentation which consists of the word suggesting the event, which may be called the root word; and also the number words which give the date. The root word is separated from the number word by a hyphen.

(See concluding paragraphs in preceding chapter before reading.)

ID CONNECTING IDEA OR ASSOCIATION	he landed at high tide	they returned in no hurry	chained like a lion, or was bol	Boadicea's brave action	ceased to exist	pulled down the Temple's las	was greater for his enterprise	brings his work to a conclusion	his purse ran empty		attended by three British Bisho
Presentation, comprising Root Word and Number Word	B.C. 55 Cæsar—high tide	Claudius—hurry	Caractacus—lion	61 Boadicea—action	67 St. Paul—exist	70 Titus—last stone	84 Agricola—greater	121 Hadrian—conclusion	Julian-ran empty	211 Severus—soon undone	314 Arles-three gone there
DATE	10	43	110	61	29	20	84	121	193	211	314
EVENT ROMAN PERIOD.	ulius Cæsar lands in Britain B.C.	eturn of Romans under Claudius A.D. 43 Claudius-hurry	aractacus carried in chains to Rome 51 Caractacus—lion	eath of Boadicea	t. Paul beheaded at Rome	erusalem destroyed by Titus	gricola sails round Britain	ladrian completes his wall	idius Julian purchases the Roman 193 Julian-ran empty	eath of Severus at York	ouncil of Arles

letective Scotland Yard	home	4 1 0 he needed great fortitude		449 Saxons-murmuring or for land were murmuring		597 Augustine—gliding past his monks in procession					8 2 7 great wisdom	Charlemagne, Emperor of the West 787 Charlemange—crustaceous was rather erustaceous	University of Oxford founded 886 Oxford—a stray ox where drowns a stray ox	, , , , , , , , , , , , , , , , , , ,
Scots-	Romans	Patrick-		Saxons	Latin-b	Augustir	Mahomet	Library-	Saracens	Egbert's	Alfred's	Charlema	Oxford—	
367	410	432		449	580	597	622	640	715	827	871	787	988	1
London taken and sacked by the 367 Scots-detective	The Romans finally leave Britain 410 Romans—are gone home	St. Patrick first preaches in Ireland 432 Patrick-fortitude	SAXON PERIOD.	:	The Latin language ceases to be	Augustine's mission to England 597 Augustine—gliding past	Flight of Mahomet from Mecca		The Saracens overrun Spain	Union of Saxon kingdoms under	Accession of Alfred the Great 871 Alfred's great wisdom	Charlemagne, Emperor of the West	University of Oxford founded	University of Cambridge founded

In the following dates the thousand must always be added, the last three figures only being indicated by the association.

## EVENTS SINCE THE NORMAN CONQUEST.

CONNECTING IDEA OR ASSOCIATION		Se	yet not contrite yet	ope choose one big Pipe	murdered without	there	wore	26 was a new won prize	long before they print a		ough a compass guides	not pedantic	rrow useful as a wheelbarrow
PRESENTATION, SUGGESTING	A.D. 1096 Crusades—infect	1100 Paper, from old clothes	Frederick—contrite	Cardinals—one big Po	Becket—compassion	Becket's tomb, one is	Inquisitors, blue robes	Charta—new won priz	A Wales, newspaper	Marco's book written	1302 Compass—the boat through	1316 Dante—Pedantic	1340 Gunpowder-wheelbarrow
DATE	1096	1100	1158	1160	1111	1174	1204	1215	1284	1289	1302	1316	1340
EVENT. D	The first Crusade A.D.	Paper first made from rags	The Emperor Frederick excom- 1158 Frederick-contrite yet	The Cardinals begin to choose the 1160 Cardinals—one big Pope	Thomas à Becket murdered 1171 Becket—compassion	Henry II. does penance at Becket's 1174 Becket's tomb, one is there	forms 1204 Inquisitors, blue robes were Inquisitors, blue robes were	Magna Charta signed (1215 Charta—new won prize	Title of Prince of Wales first made	Marco Polo writes his travels 1289 Marco's book written	Mariners' compass invented	Death of Dante	Gunpowder invented

		to shave a man must be decisive	a castle we erect there	leads his relations	left the Bible the better		by a cannon we dare pick			not burned for treason	James' murderers		in a field where burdock grows	Angelo carved the choristers	at first were massive
Chaucer goes home	1351 Lollard, defiant	Shaving—decisive	Castle—crect there	Wat Tyler—relation	Wycliffo-the better	A bomb a teapot hit	Cresses-we dare pick	1416 Jerome burned on sticks	1417 Cobham's sermon's last	Joan-for treason	James—hurry past	Printing, art first known	A field—burdock grows	Angelo-choristers	Watches—were massive
1400	1351	1357	1364	1381	1384	1388	1346	1416	1417	1431	1437	1440	1460	1474	1477
Death of Chaucer	Lollard burnt at Cologne	Shaving the beard begins in England 1357 Shaving—decisive	Windsor Castle built 1864 Castle—erect there	Wat Tyler's rebellion 1381 Wat Tyler-relation	Wyeliffe translates the Bible into 1384 Wyeliffo-the better	Bombshells invented	Battle of Cressey, and cannon first	Jerome burned at Constance 1416 Jerome burned on stick	Execution of Lord Cobham	Joan of Are burnt 1431 Joan-for treason	James I. of Scotland assassinated 1437 James—hrry past	Art of Printing invented 1440 Printing, art first known	Battle of Wakefield (Wars of the	Michael Angelo, the sculptor, born	Watches first made 1477 Watches—were massive

TTON

PRESENTATION SUGGESTING CONNECTING IDEA OR ASSOCIA: EVENT AND DATE	argest butt drowned in the largest butt	orn painted not born painted		u was	ewer soap and a wide ewer	ile cating plundered while eating		res mix at Trent many mitres mix	beer made them	ys parrot sometimes boys parrot	nice legs run make nice legs run	thicker makes linen twice thicker	e-nice actor that nice actor	pious pope and a pious pope 5 7 0
PRESE SUGG EVENT	Clarence—la	Raphael-b	2 A merry car	1517 Luther a lion was	1524 Soap—wide ewer	1539 Monks—while cating	1543 Skewers-ivory	1546 Trent-mitres mix	7 Beer-boist	8 Liturgy-bo	Stockings-	Linen-twic	Shakespear	Elizabeth-
DATE	1478	148	149	151	152	153	154	154	1547	1548	1561	156	156	1570
ENNAME.	Duke of Clarence drowned in a butt 1478 Clarence—largest butt	Raphael, the painter, born	Columbus discovered America	Luther begins the Reformation	Soap first made in England	Dissolution of the Monastries	Pins first used instead of skewers	The Council of Trent	Beer 6d. per eask, and bread four 1547 Beer-bojerans	The Liturgy composed and read in	Stockings first knit in England 1561 Stockings-nice legs run	Starching linen first taught in Eng- 1564 Linen-twice thicker land	Shakespeare born 1564 Shakespeare—nice actor	Pope Pius excommunicates Queen 1570 Elizabeth—pious pope Elizabeth 5 7 0

	went round the world	carried many a pilot's hat	suffered in quietness	the old Bible kicked over	cruel as a crocodile	sport in church accomplished	icks 6		made many pastors picnics few	the plague we recognize	t fire goes crack, etc.	. left no successor	as old as grandmother's rocking		to Gibraltar we pass over
1572 Masses—lifeless grew	1577 Drake's—righteousness	1588 Armada—pilot's hat	1587 Mary—quietness	Bible—kicked over	Fawkes—crocodile	Sport-accomplished	Torry chilly—begs two sti	Harvey, speculates	Uniformity—picnics few	1665 Plague—recognize	1666 Fire-crack, crack fre goes crack, etc.	Milton-successor	1694 Bank-rocking chair	1703 Ed-dystone sce	Gibraltar—pass over
1572	1577	1588	1587	1604	1605	1617	1626	1628	1662	1665	1666	1674	1694	1703	1704
Massacre of St. Bartholomew	Drake sailed round the world	Destruction of the Armada	Execution of Mary, Queen of Scots	Translation of the Bible commenced 1604 Bible—kicked over	Gunpowder plot discovered	Book of Sports ordered to be read in	Churches Barometer invented by Torricelli 1626 Torry chilly—begs two sticks	Circulation of the blood discovered	Uniformity Act passed 1662 Uniformity—picnics few	The plague in London	Great fire in London	Death of Milton	Bank of England founded	Eddystone Lighthouse blown down	Gibraltar taken by the English 1704 Gibraltar-pass over

CONNECTING IDRA ON ASSOCIATION				first regarded as a	where we best sights see					at Christmas due	regarded as a trespasser	amongst nations	killed by a savage assassin	
PRESENTATION SUGGESTING EVENT AND DATE	A.D. 1710 Piano-lessons go	Wren's-last duty	1728 Newton-is new yet	Methodism—pestilence	1753 Museum-best sights see	1755 Machines-housewives buy	1755 Lisbon—lost by night	1759 Handel is dying	1772 Poland has lost rule	1772 Premiums—Christmas due	1774 Congress—trespasser	Haydu-has his day	Cook-assassin	Raikes—has raised one $\begin{pmatrix} 7 & 7 & 9 \\ 7 & 8 & 1 \end{pmatrix}$
DATE	1710	1723	1728	1739	1753	1755	1755	1759	1772	1772	1774	1778	6221	1281
	Pianofortes invented A.D.	Sir Christopher Will dies (the Archi- 1723 Wren's-last duty teet of St. Panl's)	Sir Isaac Newton dies	Methodism founded by John Wesley 1739 Methodism—pestilence	British Museum established	Sewing Machines invented	Earthquake at Lisbon	Handel, the Composer, dies	Poland is dismembered	First Life Assurance Society	First American Congress	Haydn produces the "Creation" 1778 Haydn-has his day	Cuptain Cook killed on his third 1779 Cook-assassin	First Suday School opened by 1781 Raikes—has raised one Robert Raikes 7 8 1

meets his maker	rights the dressmakers		there was no mistaking		the guillotine ascended	in his coffin fixed		fought on a washing day			the Frenchman's great foe	on Corranna's shore	married with a flower in his	first shown by a stationer	fought about Whitsuntide
Johnson-his maker	7 8 4 Cartwright—dressmaker	Steamboat—rivets made	Revolution—mistaking	Mozart—is entombed	T 0 2 Louis—ascended	Burns—coffin fixed	Bank suspends cash	Nile—washing day	Ireland—got lonesome	Pens, not so cheap	Nelson—great foe dies	Sir John-lay moaning	Napoleon—button hole	8 1 0 Locomotive—stationer	Waterloo—Whitsuntide
1784	1784	1788	1789	1792	1793	1796	1797	1798	1801	1803	1805	1809	1810	1814	1815
Dr. Johnson dies 1784 Johnson-his maker	Cartwright invents the power-loom 1784 Cartwright-dressmaker	First Steamboat by Symmington 1788 Steamboat—rivets made	French Revolution begins 1789 Revolution-mistaking	Mozart dies 1792 Mozart—is entombed	Louis XVI., King of France, guillo- 1793 Louis-ascended	Burns, the Scotch poet, dies	Bank of England stopped payment	Battle of the Nile 1798 Nile—washing day	Legislative Union of England and 1801 Ireland—got lonesome	Steel Pens first made	Death of Nelson	Retreat and death of Sir John Moore	Marriage of Napoleon 1810 Napoleon-button hole	Stephenson makes his first locomotive 1814 Locomotive—stationer	Battle of Waterloo 1815 Waterloo-Whitsuntide

CONNECTING IDEA OR ASSOCIATION	2000年の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の	never petulant		it gave the people more latitude	abolished after much strategy		the King's first utterance	brought him many a flatterer	he sailed in a "Terror"	repeal, started many a chatter- box	in all its bitterness			made many a lame boy	
PRESENTATION SUGGESTING EVENT AND DATE	Victoria's reign coming	1821 Caroline—petulant	rail the road 8 3 0	1832 Reform Bill—latitude	1833 Slavery—strategy.	1840 Penny letters go	King-utterance	Telescope—flatterer	Franklin—a terror	1846 Repeal—chatterbox	1847 Famine-bitterness	1847] [Chloroform—pain arrests	Chartists—Saturday	1851 Gold-lame boy run	1854 Russia—gets nigher
	1819	1821	1830	1832	1833	1840	1841	1844	1844	1840	1847	1847	1841	185	185
	A.D. 1819	:	÷	÷	:	:	:	ed	rebus	: :	:	:	:	:	
	:	:	:	:	:	:	:	mplet	the E	: :	:	:	:	alia	:
EVENT	Queen Victoria born	Death of Queen Caroline	First Railway opened	First Reform Bill passed	Slavery abolished	Penny post established	Birth of Edward VII	Ross's great telescope completed 1844 Telescope-flatterer	Franklin's last voyage in the Erebus 1844 Franklin-a terror	corn Laws repealed	Famine in Ireland	Chloroform first used	The Chartist Riots	Gold discovered in Australia	Russian War begins

		is a fletion	o'er the Atlantic	Second Reform Bill more	attractive all ships is attracting	Church attacking		on fire learns a lesson			each mourned by a		Gordon of great fame dies
1857 Mutes-they fight us	1857 a great size was	1861 Merry war-a fiction	1866 Atlantic—a clock ticks	1867 Second—attractive	1869 Canal—attracting	1869 Church—attacking	a king named Coffee	Paris—a lesson	a Prince, yet missing	bridge over-Tay missing	Each-great nation	Fenians, way-lay two	Gordon—great fame dies
1857	1857	1861	1866	1867	1869	1869	1873	1871	1879	1879	1881	1882	1885
Indian Mutiny	The "Great Eastern" built	American Civil War begins	The Atlantic Cable laid	Second Reform Bill passed	Suez Canal opened	Irish Church disestablished	Ashantee War and king Coffee killed 1873 a king named Coffee	Fire of Chicago and fall of Paris 1871 Paris-a lesson	Zulu War and Prince Imperial killed 1879 a Prince, yet missing	Tay Bridge disaster 1879 bridge over—Tay missing	Czar of Russia, Lord Beaconsfield,	and General Garneld die Issa Fenians, way-lay two	General Gordon killed at Khartoum 1885 Gordon—great fame dies

For Dates of Accession of Sovereigns see "Kings and Queens of England." Should further Dates be required, the reader is referred to Supplementary Paper No. 1,

### ENGLISH SOVEREIGNS. (See next page.)

LANC. & YORK. NORMAN. PLANTAGENET. William I. Henry II. Henry IV. Richard I. Henry V. William II. John. Henry VI. Henry I. Henry III. Stephen Edward IV. Edward I. Edward II. Edward V. Edward III. Richard III. Richard II. GUELPH OR TUDOR. STUART. HANOVERIAN. James I. Henry VII. George I. Henry VIII. Charles I. George II. George III. Edward VI. Commonwealth. Charles II. George IV. Mary. Elizabeth. James II. William IV.

The "Kings and Queens" should be learned as arranged above. Let one dynasty only be learned at a time, and if the teacher will carefully point out the peculiar affinities in the names and order of each line, some of which we have indicated by the connecting lines, the children will have little difficulty in learning them.

William III. & Marv.

Anne.

Victoria. Edward VII.

The Dates of Accession of each sovereign for elder children are given on the following pages, arranged short, easily-remembered presentations. associations are perfectly natural; they do not lead the mind astray from the real facts of history, but each one is based upon some point or historical fact connected with the character of the sovereign, or with his or her reign.

This does away with the necessity for the use of homophonic analogies or similar sounds to prevent the associations and names being mixed. No confusion can take place if any knowledge of the history or characters is possessed, and they are only intended to be learned by children having some elementary knowledge of the

subject.

The underlined syllables following the names give the order and number of the sovereign from William the Conqueror; the remaining syllables give the date.

Most of the associations are to be read as being in

the possessive case, as :-

Henry the Third's age, few can fix 2 1 6

### DATES OF ACCESSION.

(One thousand must always be added to these numbers.)

PRESENTATION.
NAME AND NUMBER WORD.

### NORMAN.

- 1 William I., strong pickaxe the conqueror's 6 6 2 William II., rude mattress Rufus' 8 7
- 3 Henry I. seized an old throne
  1 0 0
- 4 Stephen stirs anti-Christ
  1 3 5

### PLANTAGENET.

- 5 Henry II. cried lamplighter
  1 5 4
- 6 Richard I. begs complaining
  1 8 9
- 7 John left contentment
  1 9 9
- 8 Henry III's age few can fix 2 1 6
- 9 Edward I. finds

Jews eschewed 2 7 2

10 Edward II. gone so ferocious 3 0 7 CONNECTING IDE: OR CIRCUMSTANCE UPON WHICH THE ASSOCIATION IS B.SED.

- sometimes called a battleaxe, a common weapon at this period
- laid on a rude mattress, his body being carried into a peasant's hut
- the throne belonged to his brother Robert
- Stephen's action stirred up a war

cried for a lamplighter. The darkness and gloom in which his life ended is thus indicated

Richard, long a prisoner, probably often begged for release

John forsook upright conduct and its consequent satisfaction

one of our longest lived sov-

Jews were expelled during this reign

### DATES OF ACCESSION (continued).

PRESENTATION
NAME AND NUMBER WORDS.

11 Edward III. strong France reduces

12 Richard II's land grew seditious

CONNECTING IDEA OR CIRCUMSTANCE UPON WHICH THE PRESENTATION IS BASED.

### LANCASTER.

13 Henry IV. wrongly pretending 3 9 9

14 Henry V. conquers Burgundy
4 1 3
15 Henry VI's young life

marred too soon
4 2 2

wrongly pretending to have rights to the throne of Richard II.

began an unfortunate reign when only nine months old

### YORK.

16 Edward IV's complex correction

17 Edward V. languished for pity 4 8 3 18 Richard III. cannot bear pity

Edward caused Henry's son to be murdered in his own tent, and his own son was afterwards murdered by the same person

### TUDOR.

8 3

19 Henry VII. coming for great fights 4 8 5

20 Henry VIII. grew so violent 5 0 9

21 Edward VI. knew none boisterous 5 4 7

22 Mary too soon fires lighted 5 5 3

23 Elizabeth choose three wise pilots 5 5 8

coming prepared for great battles

Edward's gentle character led him to avoid rough and boisterous companions

her choice of statesmen and servants are thus indicated

### DATES OF ACCESSION (continued).

PRESENTATION,
NAME AND NUMBER WORDS.
STUART.

24 James I. Stuart exploded 6 0 3

25 Charles I. rude strife occupies

6 2 5
28 Commonwealth new acts

28 Commonwealth new acts

exerting
6 4 9

27 Charles II's foolish picnic jokes

28 James II's moonlit exit wise

29 William III's prudent acquitment (and Mary) 6 8 9

30 Anne, she so resolute 702

HANOVER.

31 George I. beyond dishonour 7 1 4

32 George II. he looked disputive

33 George III's receives

physic old
7 6 0

34 George IV. regards
not true wees
8 2 0

35 William IV's seaside petticoat 8 3 0

36 Victoria selects prettiest 8 3 7

8 3

CONNECTING IDEA OR CIRCUMSTANCE UPON WHICH THE PRESENTATION IS BASED.

or his parliament nearly exploded. (This idea may refer to the Gunpowder Plot, or to the king's hasty and sometimes impolite way of expressing himself)

new forces at work in the national life

William's policy was marked by great prudence

this refers to his disputes with his son

this refers to his harsh treatment of the queen

was an old sailor, and ever fond of the sea

as fortunate as Elizabeth in her choice and selection of public servants

37 Edward VII. bereft, fine clothes shunned refers to his mourning for 9 0 1 Victoria

A supplementary paper gives the Sovereigns of England connected with the key words in consecutive order for those who prefer it.

### SCRIPTURE TEXTS AND NARRATIVES.

Biblical students can easily use the principles of

sound to locate any text or passage of scripture.

To memorize the name of the book with the chapter is not necessary, though this is done with Biblical narratives and incidents as they are for the use of general readers.

But Bible students are sufficiently familiar with the style of the principal inspired writers, or with the circumstances connected with many of their utterances as to

recognize them at once.

That such and such a passage is from the Psalms or from the prophecy of Isaiah, or the epistles of St. Paul, we can generally tell; but to give the exact chapter where to find it is to most a great difficulty. To be able to do this is a great advantage, and it can be accomplished in two ways:—either by making an association as with the examples at the end of this chapter; or, by finding number words from the passage to indicate the chapter where it occurs. Thus—

"All we like sheep have gone astray," etc.—ISAIAH, liii.

The third and fourth word give the number of chapter.

"Like as a father pitieth his children, so the Lord pitieth them that fear him."—PSALM ciii. 0 3

The 0 before the 3 would indicate that it was not Psalm 3 but 103. Thus it will be seen that it is not always necessary to give all the numerals; nor need they always be together. Thus—

"One generation shall praise thy works to another."—Ps. cxlv.

1 4 5

"Seek ye the Lord while he may be found, call ye upon him while he is near."—ISAIAH lv.

In some cases, the number words may be taken from the context of an important passage, if the passage itself does not contain them. Thus it will be found that every chapter of interest throughout the Bible will furnish some verse giving the number words by which it may be remembered.

### NARRATIVES AND INCIDENTS.

These may be remembered in the same way, but if the reader's scriptural knowledge is not sufficient to give certainty, then the book as well as the chapter must be embodied in the association.

The method of doing this is to combine the subject with some word or words suggesting the book and chapter. Thus, take the following incidents from the Book of Jeremiah, given in the Old Testament narratives. The sounds or syllables suggesting the book are underlined.

NARRATIVE	Воок (	Снар.	PRESENTATION	NOTES OR ASSOCIATING IDMAS
Proving of the	Jer.	35	Jonadah's desire	Jonadah, son
Rechabites			3 5	of Rechab
Jehoiakim	,,	36	Jehoiakim's mean trick	read the cir-
burneth the			3 6	cumstance
Roll		90	Jeremiah detained	
Jeremiah cast in the dun- geon	,,	30	3 8	
Destruction of Jerusalem	,,	39	Jerusalem sleeping 3 9	refers to the indifference complained of by the prophet

The above examples will be sufficient to guide the reader in associating any narrative, incident, or parable with the words suggesting the book and chapter where it

may be found.

Should the reader desire to have all the narratives of the Old or New Testaments already associated and ready to hand, he can avail himself of the use of the Supplementary papers referred to on the last page, which also include the primary parables and discourses of our Lord.

Analysis or Correlation, or by the Law of Presentation. The influence of Presentation is nech tasks anyone can test for himself. If, for instance, a long list of words or names be divided into groups of three, and each group be assimilated in gradual succession, they will be easily learned and as easily remembered. To remember any series of geographical names or facts, such as the succession of capes, bays, rivers, towns, provinces of any country, or their industries and exports. These should be learned by

In some cases, four words may be included in a group if any of them naturally suggest each other; but in all other cases, three only should be included in each presentation. (See "rule," p. 24.)

The most striking assistance which the system gives is the power to draw maps from memory DRAWING MAPS FROM MEMORY.

with the greatest accuracy.

The "Rules of Sound" enable the student to fix and carry in his mind with scarcely an effort

the Latitude and Longitude of the prominent points round a coast indicating the shape and configuration of any country or continent.

England, in four minutes, covering a blackboard four feet square. This was accomplished by the pupil knowing the exact position of the prominent points in the coast line, and filling up the short At one of our School Lectures (see Press reports) a boy drew from memory an outline map of intervening spaces from memory.

In this way may a student remember exactly, the position of any cape, bay, cr river, or head-land round a coast, the locality of great cities, the principal bends of rivers, and the termination and trend of mountain ranges, and these also give additional aid and support to the memory of adjacent

The Supplementary Papers in Geography give the important and essential points in England, Ireland, and Scotland; also in Europe, and the other continents.

The following are the first four from the men of Eurone .

PRESENTATION.  POSITION LOCALITY LAT. LON. ASSIMILATIVE LATURDER WORDS.  Cape de la Hague English Channel 50 2 ade la Hague life-boat flew flew to the resour Cape Ushant Bay Glish Channel 48 5 you shan't forget twice law to the resour Cape Willisterre Say of Biscay 4 1 beyond border land Cape Finisterre Say of Siscay 4 1 beyond border land cape Finisterre Say of Siscay 4 1 beyond border land							
PRESENTATION, PRESENTATION, PRESENTATION, PRESENTATION, PRESENTATION, Locator Lat. Lov. Assimitative Lovinser Words Locator Lat. Lov. Assimitative Lovinser Words Latture Lovinser Rough Cape Ushant English Channel 48 5 you shan't forget flew Bayone Bay of Biscay 44 1 beyond border land cape Finisterre Ship of the control of the control of the control of the control of the cape		Nome	MOTES	flew to the reseno			
Perservation  Tostrion  To		Monne	ONGITUDE	flew	twice	land	wina
PRESENTED TO THE PROPERTY OF T		NTATION,	LATITUDE L	life-boat	forget	border	dirto
Position  Cape de la Hague English Channel 50 2 Cape Ushant English Channel 48 5 Bayono Bay G Biscay 44 1 Cabe Finisterre Souln 43 9	or rancohe:	ASSIMIT ATIVE	WORDS	a de la Hague	you shan't	beyond	finished her
Position Locality Lat.  Cape de la Hague English Channel 50 Cape Ushant English Channel 48 Bayome Bay of Biscay 44 Cabe Finisterre Souln 43	ne map	T.O.Y.		C1	70		c
POSITION  Cape de la Hague English Channel Cape Ushant English Channel Bayonne may of Biscay Cape Finisterre Spain	1001	LAT		20	48	44	43
Postrton  Cape de la Hague  Cape Ushant  Bayonno  Cabe Finisterre	are one mise rom	LOCALITY		English Channel	English Channel	Bay of Biscay	Spain
Position Cape de la Hay Cape Ushant Bayonno Cape Finiste:	STITLE			ens	:	:	9.
	THE THE	POSITION		Cape de la Hag	Cape Ushant	Bayonno	Cape Finisteri

# EXTENT AND POPULATION OF EUROPEAN STATES.

The underlined words give the area in theusands and the topulation in millions. The words after the comma (FROM JOHNSTON'S GEOGRAPHY.)

RE	SS POPULATION PRESENTATION	122,000 38,000,000 Britons some blue books, bewail	203,000 38,000,000 France new glory, creates	182,000 17,000,000 Spaniards cannot use, handcuffs	36,000 5,000,000 Portugal peacocks, cry	112,000 31,000,000 Italy's handsome views, beyond	19,000 2,000,000 Greece, rulers use	66,000 5,000,000 Turkey expects, strife	261,000 44,000,000 Austrian music one, murmurs	111,000 52,000.000 Germans glue common, toybooks	00 7,000,000 a Belgium bantam's, crest		:			2,013,000 71,000,000 Russia through those fir trees, distant
SQUARE	MILES	122,000	203,000	182,000	36,000	112,000	19,000	66,000	261,000	211,000	11,000	12,000	14,000	000,667	15,000	,013,000
	Country	British Isles	France	Spain	Portugal	Italy	Greece	Turkey in Europe	Austria	Germany	Belgium	Holland	Denmark	Norway & Sweden	Switzerland	Russia 2

The density of population—the number of fersons to each square mile—can be ascertained at any time by directly.

## DISTANCE FROM LONDON OF THE PRINCIPAL CITIES AND PLACES OF THE WORLD. (FROM HUDDLESTON'S CHART.)

		DISTANCE	PRESENTATION	Norms or
PLACE	COUNTRY	IN MILES	NUMBER WORDS FOLLOW THE HYPHEN	ASSIMILATIVE IDEAS
Capetown	Africa	6,580	Cape Town-fixed by Cape Hope	
Constantinople Turkey	Turkey	3,100	to Constantinople—we con no road	
Canton	China	15,650	Canton a-canny pigsty holds	
Quebec	Canada	3,020	to Quebec-queer folks do go	
Sydney	Australia	13,040	Sydney-money, folks borrow	
Dublin	Ireland	293	Dublin-dues many	
Paris	France	225	Paris pairs—soon unite	
Edinburgh	Scotland	391	Edinboro-repentance	Edin, Eden, fall, repentance
Jerusalem	Palestine	3,433	Jerusalem—deformity	contains much deformity
Suez	Egypt	3,437	Suez-delirious	Suez shares made some
				delirious
Khartoum	Soudan	4,633	Khartoum—perplexity	where Gordon was in
New York	United States	3,375	New York, a-serious ride	[perplexity
Vienna	Austria	897	Viennese viands—attentive	to viands are attentive
Malta	Mediterranean	2,427	Malta malt—superfluous	
Madrid	Spain	202	Mad and-frivolous	Complications
St. Petersburg Russia	Russia	1,381	Petersburg—complications	where Peter made
Calcutta	India	12,160	Calcutta cuts—untrue anecdotes	
St. Michael's	Atlantic	1,520	St. Michael's-unripe do grow	oranges unripe do grow
Moscow	Russia	1,800	Moscow—bonnets hold snow	)
Gibraltar	Spain	1,381	gregation	Gibraltar contains altar, etc.
Cape Horn	South America	7,843		to storms is prefatory

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#### MATHEMATICS AND PHYSICAL SCIENCE.

Mathematical and scientific formulæ generally consist of figures and signs. The Rules of Sound provide a means by which numbers may be easily transformed into rememberable words.

We give below an example how to remember some of the primary Logarithms of certain numbers, taking those of 2, 3, and 7. These may be connected or correlated to their corresponding key words to any extent. (See "Key," Chap. XIV.)

KEY CONNECTIVE	
WORD WORD INDICATIVE WORDS	NO. LOG.
Cook—cook —three soles from old negro's boat 3 0 1 0 3 0 0	2-3010300
Key —a key—heiresses want loose money 4 7 7 1 2 1 3	3—4771213
Cuff —cuffs —fit Carlyle's coat when made so 8 4 5 0 9 8 0	7-8450980

If preferred, any other word may be taken to indicate the number of the Logarithm, as follows:—

#### use—three soles from old negro's boat

In all cases the sentence should be so framed that the key word or number word of the Logarithm will suggest it.

Take next the ratios of certain angles from the table in Todhunter's Trigonometry ":—

0° 30° 45° 60° 90°

Sin 0  $\frac{1}{2}$   $\sqrt{\frac{1}{2}}$   $\sqrt{\frac{3}{3}}$  1 Sow—bamboos, and rue, renewed, once Cos 1  $\sqrt{\frac{3}{2}}$   $\sqrt{\frac{3}{3}}$   $\frac{1}{2}$  0 Come—reduce, and rule, canoes, home Tan 0  $\sqrt{\frac{1}{3}}$  1  $\sqrt{3}$   $\infty$  Toads—unreared, none, read, verse It will be noticed that the syllables indicating root 2, root 3, etc., all begin with "r." Thus it will be seen that though the system deals more especially with the sounds or names of numerals, yet we utilize in a similar

manner the names of signs, and it will be found that the name by its initial letter only will often afford the memory a suggestive clue which the sign never can. Take the signs of the Trigonometrical Ratios in the quadrants as an example:—

#### 1st 2nd 3rd 4th

Sine + + - - In the first case the signs in the quadrant are:

Tangent + - + - Plus plus minus minus

Words arranged having the same initial letters will suggest them.

#### ASSIMILATING

Words. Quadrants.

Sine signs pull poor muddled men
Cosine cousins please many maiden poets
Tangent tan pits make parchments many

Of course, such a plan as just illustrated must only be resorted to in cases when the memory utterly fails to retain such a formulæ. Generally, the memory itself will grasp and retain them without artificial assistance, if rightly directed as shewn in Chap. VIII. on "Presentation." Not only must the rule given there be followed in regard to all formulæ, but the student should also write them clearly and legibly, closely observing their form and remembering their significance. Never write or copy a formula without thinking of its import, and those who have difficulty in remembering them should write them repeatedly.

These remarks apply only to signs, but in regard to formulæ or scientific facts expressed in numbers, the Rules of Sound are of incalculable service. These place the whole language at the service of the student, by which he may manipulate numbers in nearly every possible form by the aid of the Glossary of Words at the

end of the book.

A person studying Acoustics recently brought us the following table that we might assist him in learning it. As such tables are a common difficulty to science students, we insert it as an example and as a guide in reference to such tables generally.

#### ACOUSTICS.

#### TABLE SHEWING THE VELOCITY OF SOUND

at how many feet per second it travels through the following substances:—

Oxygen			1,040		Ox	shuns old harrows
Air	•••		1,093	•••	Air	1 0 4 0 gone cold and wintry 1 0 9 3
Carbon	Dioxi	de	1,100	•••	Carbon	common oh, no
Hydroge	n		4.163		Hides	are connected 4 1 6 3
Water	•••	•••	4,714		Wat	er asunder 4 7 1 4
Alcohol	•••	•••	3,854		Alcoho	l creates cider 3 8 5 4
Lead			4,010		Lead	barrows unload
${\bf Copper}$	•••		11,666		Cop	onions, quick, quick quick
Oak			12,122		Oak	on view, bamboos too
Ash			15,314		Ashes	on Mike's Decanter 1 5 3 1 4
Iron	•••	•••	16,822		Iron	contracts made too soon
						1 0 0 2 2

When numerical facts contain decimals, they must be expressed as in the table of Chemical Elements on a following page.

#### CHEMISTRY.

To remember chemical formulæ where many figures are employed, the example of the Chemical Elements given on the following page must be followed, using one word to express the whole number and another to express the decimal. But if the formulæ have few numbers, and consist mostly of signs, the chapter on Mathematics must be well read and its directions carefully followed in regard to the Rule of Presentation.

Students who can generally remember them, will sometimes come across a formula which they cannot retain by any ordinary application. In such a case, the following process of dealing with signs, touched upon in Mathematics, must be resorted to. Words or syllables must be substituted whose initial letters are the letters of the formula, with another syllable added to express the number where a number follows the letter. Thus the following gives the formula to prepare Carbonic Acid:—

This plan must only be resorted to in the special circumstances mentioned, and it refers to formulæ only, but the memory of specific gravities, names, etc., is illustrated on next page. The special Supplementary Paper prepared for chemical students contains all the Elements from Newth's text book, arranged as indicated, by which they may be learned in a few minutes.

## CHEMISTRY.-TABLE OF NON-METALLIC ELEMENTS, WITH THEIR ATOMIC WEIGHTS AND SPECIFIC GRAVITIES.

NON-METALLIO ELEMENTS.	WE	ATOMIO WEIGHTS.	GR	SPECIFIO GRAVITIES.	7	ASSIMILATIVE WORDS.	NUMBER ATOMIC WEIGHT.	SE
Hydrogen	:	Н	:	Н	:	Hide her	John	John
Oxygen	:	. 16	:	16	:	An ox is		
Nitrogen	:	14	:	14	:	At night we		
Chlorine	:	35.5	:	35.5	:	Cloe		
Bromine	:	80	:	3.18	:	Brown		
Lodine	:	127	:	4.95	:	I dine means		
Fluorine	:	19	:		:	Flower time		
Carbon	:	12	:	3.5	:	Cars and		
Boron	:	11	:	2.68	:	Bore on		
Silicon	:	28.2	:	2.49	:	Silly		
Phosphorous	:	31	:	1.83	:	Foster		some, ditty
Sulphur	:	32	:	2.07	:	Sulky		
Selenium	:	62	:	4.3	:	Selling	coffins	for, three

Where a decimal occurs, a comma is used, the whole number preceding the comma, the decimal coming after it, -thus: decides, right, 35.5.

The number words in the above examples are not underlined, as the whole of the words in the two last columns indicate figures.

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# DIETARY VALUE OF VARIOUS FOODS,

SHEWING THE PERCENTAGE OF NUTRIMENT CONTAINED IN EACH.

	ASSOCIATIVE IDEA.	when unbaked	ereates muscle		not wine but water	lowest except turnips	better than the former		barley makes bitters	boughtness one caret oft	one two are combined	a supposed interrogation	include in our diet	used or grown in Lincoln
	PRESENTATION	bread sticky	meat creates	potatoes and rook pie	turnips not wine	earrots famish	peas better	beans, take few	barley bitters	(Lentils and	wheat make life	sago, say you	rice include	oats in Lincoln
		63 of nutriment .	•	33				**	:	**		**		
			38	25	8	17	84	83	84	85	85	82	92	91
THERE IS	CONTAINED IN 100 POUNDS OF	Bread	Butcher's Meat	Potatoes	Turnips	Carrots	Peas	Beans	Barley	Lentils	Wheat	Sago	Rice	Oatmeal

## HOW WORDS MAY EXPRESS BOTH FACTS AND NUMBERS.

As already indicated in Chap. XV., a word may express a fact as well as a number by its initial letter. Thus, a chemist memorizing a recipe, the quantity being two grains. He would select a word beginning with "g" to express the number. Thus

Quinine two grains—Queen's groom

would suggest both the drug and the exact quantity

indicated by the number word.

Suppose it is desirable to recollect the library number of any volume in a public library without consulting the catalogue. The number word selected and associated with the title of the book should begin with a certain letter to indicate the department in which it is to be found, whether of Science, Art, Fiction, or Travels, thus:

Fiction 325—Free school boys Travels 184—Translator

So in commercial matters, words will often serve the double purpose of suggesting not only a fact, but the

rate or value connected with it.

Suppose a clerk wishes to remember the rate for the carriage of goods, say, from Lincoln, his place of employment, to any other town in England or abroad. Thus suppose the staple product of the firm is machinery, carriage per ton to Liverpool, 35/-. The word "Levite" would give 35, and its initial letter would suggest the place; or a word may be added thus—a living seaside. So, for many other purposes, as shewn in the chapter on "Clairvoyance" may words be used to indicate both kind and value, place and distance, article and price, at the same time.

#### ARITHMETIC AND ACCOUNTS.

### RAILWAY TIME-TABLES AND COMMERCIAL CORRESPONDENCE.

Though the Rules of Sound make the whole of our language express numbers in endless variety of form, yet their greatest aid to Arithmetic is not in working out

rules, but in remembering totals or results.

When it is desirable to remember the correct answer in numbers of any sum or calculation of any kind, the answer should be translated into number words by the aid of the Glossary of Words provided for the purpose at the end of the book, and then associated in the mind with the fact or question connected with it.

Should it be in pounds, shillings, and pence, each denomination should be expressed in a separate word,

yet all united by one idea, thus-

£ s. d. Desolate, dandy, flies—708 13 5

In Bookkeeping also and the recollection of accounts the principles are of unlimited service. To remember the ledger page of any person's account, some word expressing the number should be associated with his person or name. Very often, the name itself will be found to express some part of the number.

The amount of customers' balances may also be associated in the same manner. Take the following

examples of Application :-

Lists of prices, Railway Rates, and a host of other commercial facts essential for business men to have at ready command may be remembered in this manner with

scarcely an effort when once associated.

When any numerical or commercial fact has two separate numbers connected with it, the association must be so formed as to express one of the numbers in a separate word, or be otherwise distinguished by the phraseology of the sentence. Suppose an accountant wishes to renember the assets and liabilities of W. Brown: liabilities, £3,707; assets, £840. The distinction of the two amounts would be indicated by the form of the association thus:—

Brown, he discloses, great sorrows 3 7 0 7, 8 4 0

So when it is required to remember the date of the birth and death of any person, the birth is put just after the name. Take that of Napoleon Buonaparte, born 769, died 821, the 1000 always being added—

Buonaparte distracting and petulant

In this way may numbers be combined in any form and with any fact.

#### RAILWAY TIME TABLES.

To remember the departure of trains from any station during any period of the day, it is only needful to link together in one complete idea the separate numbers

indicating the time of each train.

The whole of the trains need not be included, only those leaving during that portion of the day when the journey is made. To many, the trains running during a certain hour would suffice, say from 8 to 9 a.m., or 9 to 10. The time of each departure should be expressed by a word or words, and these linked together as stated. The morning expresses from King's Cross to Leeds and the North may be expressed as follows:—

Leave by sunrise, this annoys, wake surprised, and cold besides Leeds—5, 15-7, 15-8, 45-10, 35

#### COMMERCIAL CORRESPONDENCE,

A clerk may memorize his correspondence with any person by correlating together four words; the first suggesting the date of the letter, the second the name of the correspondent, the third the subject, and the fourth the number of the letter. Thus, suppose a letter is received on May 29th, from Cartwright & Co., and is a complaint of some damage, defect, or shortness of weight, say the latter, it may be correlated or associated by the following words:—

May 29 Cartwright shortweight No. of letter, 93 musing carter short and empty

The above four words would thus suggest the particulars connected with this letter.

To remember all the principal letters received on any given date, take a suggestive word for each letter and associate them together to a first word expressing the date as shewn above.

#### FINANCE.

#### INTEREST TABLES AND LIFE ASSURANCE.

So widely do the principles of Interest and Insurance touch our industrial and commercial life that the power to give quickly various estimates and remember the exact amounts involved in certain investments and risks and be able to quote them readily without the tedious reference to tables, etc., is a great advantage, and not only saves time, but gives many opportunities and openings in business which would be otherwise lost.

The system enables anyone to easily fix such tables in mind so as to be unforgetable, and we have had in use some time for commercial men knowing the Rules of Sound, a Supplementary Paper devoted to these two subjects. This contains a very unique Interest Table, which covers the whole ground of finance, being applicable to any rate of interest, to any amount, and for any length of time, from one day upwards. The table is remarkably simple and suggestive, using only 19 days as the basis of computation, which are arranged in the following order:—

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100

The 19 numbers of days here given form a Suggestive Key (like the Calendar given on a later page) from which the interest for any number of days can be immediately known.

We give below three examples from this and also from the Life Table the whole of which can be learned by anyone with once or twice reading:—

No. of gi	Keyword ving number		nber words ing amount of Int	oract	
Keyword	of days	on	£100 at 5 per cent		
		Shillin	gs Pence	£ s.	4
4	curs -	- one	gone	1	1
20	Crusoe -	- cried	nightly	1	54
70	frescoe -	- danci	ng rooms	19	2

When the word standing for the pence contains more than one syllable, the last syllable gives the number of farthings.

#### LIFE TABLE.

No. of	Keyword	Number word	ls expressing	premium			
keyword	giving age	Pounds	Shillings	Pence	£	8.	d.
26	tunics	few	are	right	2	4	5
27	tourists	two	lie	out	2	5	8
28	toothache	through	draughts	cold	2	7	0

The table here used is that of a prominent office whose business is world-wide; but should any other be required, the reader can easily make his own adaptations to it, for which the one given in the Supplementary Paper will serve as a guide, as it extends up to 70 years.

#### ADVANCED GRAMMAR.

The special help which the system gives in this subject is more especially shewn in its power to classify and arrange in retentive order the best laws governing correct composition. Forty-nine Rules of Syntax selected from the most eminent English grammarians, including Mason, Morrell, Micklejohn, Cornwall, Lennie, and others are classified and arranged in consecutive order so as to be easily recalled to mind whenever required.

As this arrangement of the Rules of Composition is too extensive to be printed in any book, it forms one of the Supplementary Papers specially prepared for the use of authors, writers, and others, referred to on the last

page

The rules are arranged in sections—nouns, pronouns, verbs, adverbs, adjectives, and articles being dealt with in due order. Laws governing nouns and pronouns extend to 20, verbs to 30, and adverbs and adjectives to 40, while the minor parts of speech take the remainder.

These rules form the clearest guide to correct composition ever compiled and are invaluable to all who are anxious to know how to write correctly. They will impart a clearer and more definite knowledge of the subject than many could gain from books in a lifetime.

We give below two examples from the section relating to adverbs Nos. 33 and 34, the syllables giving

the number being underlined :-

No. 33.—"Only" should always follow the noun it qualifies, but <u>precede</u> the adjective, adverb, or verb.

No. 34.—Never, Sometimes, Always, Often, etc., are generally placed before the words they qualify, the exception being the verb "to be."

#### EUCLID.

The paper on Euclid, succeeding the Syntax paper on the appended list, deals with the problems of Euclid in a similar manner. The number and order of each problem are known from certain words or syllables in each definition, and directions are also given for connecting them with the key words if desirable.

#### MEMORY AIDS TO LITERATURE.

Some time since, we prepared a paper on Literature for the use of students, and as the reader may desire to know how aid may be afforded to the memory on this subject, we here give the necessary guidance to enable him to arrange such a paper for himself, or if unable to do this, he can have recourse to the supplementary paper referred to.

The literary history may be divided either into periods or centuries, and a list of the principal characters who lived in each period is selected. These are so arranged that their position in the list of names instantly tells in what particular sphere or work they were distinguished. The effect of contrast is utilized, artists being placed first as follows:—

ARTISTS COMMANDERS DIVINES POLITICIANS WRITERS including Naval or Religious ... Statesmen, upon all Sculptors Military Reformers, ... Political subjects and Bishops, ... Reformers,

Painters etc. etc.

The alphabetical order is the suggestive principle adopted, and the position of the name in the list, its distance from the beginning or end, indicates at once (when the list has been learned) the particular sphere in which each was famous. Confusion is prevented by the striking contrasts of the classes following each other. Thus statesmen come between poets and writers, and those famous in war separate those famous in art or religion.

#### MEMORY OF LAWS AND ENACTMENTS.

Students preparing for law examinations, and those already engaged in the legal profession are often greatly inconvenienced by their inability to remember the particulars connected with various enactments, such as the number, place, period, &c., when any Act of Parliament was recorded.

Three things are absolutely essential to every law student or solicitor respecting any enactment likely to be required or questioned upon:

- 1. The Sovereign under which the Act became law.
- 2. The number of the Act upon the Statutes.
- The chapter where the clause in question may be found.

The following, taken from Stephen's Commentaries will be sufficient to shew the student how to apply the principles of sound to their recollection.

ENACTMENT	SUGGESTING	3 NUMBER	SOVEREIGN	CHAP.
Enrolment of Sales Act	enrolled	Jewess	hates	antics
		2 7	Henry VIII	1 6
Old Wills Act	old wills	Hebrew	hailed	one
		3 2	Henry VIII	1
Habeas Corpus	Corpus	becomes	cooped	soon
		3 1	Charles II	2
Fines Abolition Act	Fines	he and he		never
		3 and 4	William IV	7 4

When successive enactments occur under different sovereigns the association must be extended. Take for instance the "New Wills Act."—

New Wills have worn Lunn's tunic 7 William IV Vic. I 2 6

As V for Victoria is a very uncommon initial, words beginning with L to indicate the Late Queen or Late Reign may be used instead, thus—Life, for (5) Late reign.

When it is desirable to remember important decisions in connection with them, the association must be extended by using a word to suggest each important case.

#### HOW TO LEARN A NEW LANGUAGE.

The primary principles to be brought into operation are those of Analysis, Presentation, and Correlation, the first being especially needful in studying the Grammar, the mastery of which depends upon that close observation and comparison of affinities dealt with in Chap. VI.

The methods of minimising its difficulties will be found clearly indicated in our remarks upon Latin, and we shall therefere confine our remarks here to French

only.

With regard to French Grammar, so many efforts have been recently made to simplify it that having briefly pointed out the more valuable of these, we shall pass on to consider the vocabularies or the language as a whole.

The similarities of terminations in many of the tenses are now pointed out in many grammars—Chardenal's especially gives a table shewing at a glance the distinguishing terminations of all the regular conjugations in every tense.

All these arrangements are of great value in remembering the grammar, but in learning the vocabularies and language generally the student is left more to his own resources.

In learning foreign words, the comparison of every word with its English equivalent is necessary. This should be done as directed in Chap. VI., and, if possible, all other words should be excluded from sight while the first impression is being secured. The chapter on Presentation will shew that "Contiguity" alone will often secure recollection when all other elements influencing memory are absent. But in addition to this, a careful comparison will seldom fail to reveal some points of affinity or contrast either in form, sound, or idea, which will aid their subsequent recollection one with another.

When both Comparison and Analysis fail to recall a word, then the principle of Correlation may be used with advantage. (See illustrations of this process in Chap. VII.)

All the principal nouns, verbs, etc., of a language may be easily learned in this manner, and if afterwards combined into short sentences with other parts of speech, the law of verbal cohesion will secure their subsequent recollection.

Each sentence should, if possible, be legibly written and repeated aloud; first slowly, then more quickly, for a few times each day, until it can be as readily articulated

as any sentence in the student's own language,

In correlating foreign words we may generally fail to obtain sounds exactly like them, but sounds or words sufficiently alike as to suggest them will answer the end quite as well. We give the following examples from the first page of the French Correlations forming one of the Supplementary Papers:—

acheter	ash, dirt, deprecate, to bargain	to buy
agacer	aggrieve, aggravate	to annoy
aiguille	aguish, ague, anguish, sharp pains	a needle
aller	alley, passage, way, going away	to go
apparat	apparel, parade, to shew off	show
aperçut	apparent, obvious	perceived
appartent	appertain, pertain to	belong

apprends	I apprehend	I learn
arrêté	arrest, arrested	stopped
assiette	set, service, dinner plate	plate
autel	hotel, dining, table, communion table	altar
avare	avarice, avaricious	miser

#### GERMAN.

In studying German, the same process must be employed, but the different genders and the various exceptions of the declensions must be correlated together in groups, after the examples of personal names given in Chap. VII.

A Supplementary Paper containing a Correlation of the principal German words arranged in alphabetical order, as in the Latin and French, is prepared for students, the following examples being taken from the

first page :-

abend	bend, break, day-break. sunset	evening
aber	arbour, garden, water-butt	but
abreisen	rise, rising-up, leaving, departing	to depart
abschreiben	scribe, writer, copyist	to copy
achten	ask, petition, favour, esteem	to esteem
alt	halt, lame, old-age	old
andere	the hand, the other hand	the other
angenehm	angry, cross, disagreeable	agreeable
angewendet	vendor, salesman, employ	employed
ankleiden	Clyde, Scotch river, Scotch Tweed, dre	ss to dress
arzt	arts, Master of Arts, M.A., M.D.,	physician
aufgabe	garb, dress, uniform, drill	exercise

#### LATIN.

In connection with this subject, we have already two Supplementary Papers prepared for students, and which have been greatly appreciated by all who have used them.

The first is a Correlation of the whole 62 vocabularies of Dr. Smith's "Principia Latina," arranged in alphabetical order, so as to be used with all Latin grammars and text books. The paper contains nearly 800 of the most difficult Latin words, as all words having any similarity to their English equivalents like Rosa, Causa, etc., are omitted. The words can be learned by once or twice reading, and by studying them ten minutes and the grammatical forms twenty minutes each day for forty-eight days, these twenty-fours' study will be sufficient to acquire the rudiments of the Latin language as far as memory work is concerned.

The second paper on Latin grammar is purely elementary, and is more especially designed for those beginning the study of Latin at an adult age. The paper deals specially with the terminations of Declensions and Verbs, and also contains valuable notes for remembering

the genders.

## HOW TO REMEMBER A BOOK WITH ONCE READING.

To remember the contents of a book with "once reading," as students understand the term, necessitates very careful reading—more than can be given to every book we may read. But where the book is valuable and its subject matter important to us, then no amount of care and attention should be considered too much; and if the reader will do as directed below, he will possess a more complete knowledge of the book after once reading than by many times reading in the ordinary way.

First, then, follow particularly the instructions dealing with root-words and ideas in Chaps. XI. and XII.

When a chapter of the book has been carefully read, the root words of the principal ideas underlined in the margin, and the sequence of the intermediate ideas carefully noted, then he should arrange the root words into rememberable order, and by their suggestion the subject matter of the chapter.

This plan should be adopted with every succeeding chapter, and the abstract of each written upon a slip of paper to be examined and reflected upon in any spare moments before proceeding to study another chapter.

The student should frequently test the suggestive power of his abstract—whether the words will recall the primary ideas and whether these will recall the successive ideas logically connected with them. If there is any break in the chain or failing in the connection, the failure should be observed and guarded against in future.

When the book has been read, the abstracts of the different chapters should be still further condensed into one suggestive or representative word, or one taken from each which will suggest the whole of the abstract.

These representative words, one standing for each chapter, should be linked together to form a total abstract suggestive of the order and matter of the whole book. This abstract or mnemonical suggester may be attached to the book and reserved for future reference, as the abstracts of the separate chapters may be also.

#### HOW TO SPEAK WITHOUT NOTES.

For those who write their discourses or in other respects make elaborate preparation, they should learn the contents of their manuscript by employing the principle of root words and analysis, as fully explained in Chaps. X., XI., and XII.

By following those directions, the thoughts and language of each portion or division of the discourse may be easily acquired, but the remaining difficulty will be to remember the first thought in the following division when the speaker has reached the end of the first. To effect this object, a correlation may be formed between some word in the last idea and some word which would suggest the first idea of the following series, as is shewn in the rule for remembering verses.

Some of our most famous orators have cultivated the practice of concluding or finishing the points or arguments of their orations by a quotation of poetry or passage from some authority bearing upon and supporting what has been said. When this is done, the use of the method just referred to is easily applicable to such a style.

#### EXTEMPORANEOUS SPEAKING.

As a help to the rapid arrangement of thoughts, the "Alliterative Key" in Chap. XIV. will be found invaluable if it is well known and can be easily manipulated, especially when placed in circumstances where

writing or other preparation is impossible.

The topics or points upon which you desire to speak should be instantly secured by associating each one with a key word in the order in which you intend them to come to mind when addressing your audience. Rapid association of words should be practised, and only one word used to suggest each point or idea. The first idea to be recalled should be associated with the first key word, the second likewise connected with the second key word, and so on with the remainder. If the process is properly done and the key well known, the various ideas, opinions arguments, anecdotes, etc., will be readily and easily brought to mind by simply recalling and reflecting upon the key words to which you have connected them.

#### MENTAL REPORTING.

In like manner may the separate ideas of a discourse be fixed in the mind even while the speaker is delivering it, when the student is sufficiently practised in rapid association and in the ability to instantly select the best and most suggestive words connected with each idea. These suggestive or root words may be afterwards correlated to the key words if it is desired to permanently remember them. (See Chap. XIII.)

#### DEBATING.

In using the key for debating purposes, it is best to reserve one column of the key to each speaker to whom it is necessary to reply, even if the points of criticism be only two or three in each case. This will enable a person to remember their several objections in their proper order and to answer them all together with little difficulty.

#### PREACHING WITHOUT THE KEY.

A preacher may apply the same principles in a different way. Instead of connecting his leading ideas with the key words, he may use a chapter in the Bible for the same purpose and connect his ideas with the first picture-word which occurs in each verse of the chapter. The chapter from which his text is selected should be preferred, if in other ways suitable. Then, by having.

the chapter open before him, and casting his eye upon each verse in succession, the ideas connected with them will be instantly brought to mind as they are required.

#### TEACHING.

In the manner before described may Sunday school teachers easily remember their illustrations or any fact or incident bearing upon the verse in question. The word suggesting the illustration or anecdote should be associated with the most suitable word in the verse upon which it bears, and in connection with which the teacher desires to remember it. If this is done, it will be next to impossible to read the verse, or to hear it read, without the illustration coming to mind. By this method of application to preaching or teaching the key is not required, and the objections of those who think it unsuitable to sacred associations are thereby removed.

In like manner may teachers, in any kind of schools, or of any science or subject, use the prominent words in their text books or lesson books as Suggesters by which they may remember the various illustrations, proofs, etc., bearing upon their lessons. The principle of root words is of illimitable application and adaptation, and it would be difficult to name a sphere of usefulness where it is not

of service if rightly applied.

#### MEDICAL STUDIES.

All anatomical and medical terms should be learned by Correlation, as exemplified in the Latin Vocabularies.

Where numbers are connected with the terms or facts to be learned, such as the number or character of certain joints, nerves, veins, or arteries; the pulsations

of the heart under certain conditions, or the number of pulse beats distinguishing different ages; the time required for the complete circulation of the blood through the human body; the character or duration of symptoms connected with various diseases or poisons. In all such cases the number words expressing the fact must be correlated to the fact or thing in question.

In like manner, "recipes," or quantities of drugs, as expressed on page 75, can also be connected with the name of the complaint for which they should be administered in the same way. For summarizing and remembering the contents of Medical Text Books, the directions

on page 87 should be followed.

#### HOW TO REMEMBER VERSES.

The brief remarks here made do not refer to the learning of poetry in general, which is fully explained in Chaps. X., XI., and XII.), but only to the recollection of the order and sequence of verses.

#### RULE OF APPLICATION.

Connect the last noun or picture word of one verse with the first word or noun in the verse following by correlation or otherwise. The connection may, in some cases, be artificial, or a simple comparison of the two

words will often suffice.

Take as an illustration Cowper's hymn on "Providence," commencing "God moves in a mysterious way." The last word in the first verse is "storm." The first suitable word in the next verse is "deep." Compare, very carefully, these two words, "storm—deep." Reflect upon them and let the mind assimilate and associate them one with the other. When a connection is formed between them, reflect upon it every time the verses are repeated. Never allow yourself to repeat the

verses at any time without thinking of the two words binding the verses together. In this way may verses be connected to any extent without the use of a key or any other artificial assistance but what is abundantly found in the poetry itself.

#### HOW TO REMEMBER NAMES.

For illustrations of how to remember personal names, see examples in "Methods of Application," Chap. XV. In these cases the names are correlated, but for present and immediate use a simple spontaneous association will often be sufficient. Suppose, for instance, that we are introduced to a Mr. Northcote, a little reflection upon the name and the person will often suffice to link the two together. Thus-"Does he live in the North?" "Has he come from South or North?" "Is he sunburnt or ruddy?" These reflections and comparisons should bear directly upon the dress and appearance, manner and aspect of the person. Thus, to a person whose manner was cold and reserved, the name North would immediately assimilate itself; while if his manner was genial and mild, the contrast would equally impress memory. These spontaneous associations will generally suffice; but when time will allow, correlations are to be preferred. (See Chap, XV.)

#### NAMES AND ADDRESSES.

To remember instantly a person's address, think of the key word or other words which it may suggest from the Glossary, which will express the number of the house and instantly associate it with the name of the street in question. To do this requires a knowledge of the key by which you always have at command a certain number of words expressing numbers up to 100, and beyond that by using combinations.

#### NAMES IN CONNECTION WITH EVENTS.

To remember the particulars of any occurrence, three things only should have our attention :- (1) The name of the person or thing primarily concerned; (2) The locality or place of occurrence; (3) Select some word which will remind you of the primary particulars or agency by which it was brought about. Round these three essentials will the various particulars centre, and these three factors of recollection will always recall the minutest details of every event. So with Historical Events. In these, the primary difficulty with many is to remember the name of the principal actor owing to the unfamiliar character of the names. Thus, most persons know how the specific gravity of gold was discovered by a certain philosopher experimenting with Hiero's crown, but they fail to recollect his name. This difficulty can only be met by correlating or verbally associating the name or something to suggest it with the event. Thus, "Hark" would suggest Archimedes, and this might be associated with the event. thus-Hark, Archimedes cries "Eureka."

So we may likewise remember that the name of the Greek athlete who carried the ox was Milo by bringing

the word "mile" in association with the event.

#### HOW TO REMEMBER FACES.

Persons who fail to remember faces should cultivate more the memory of form. Fix your mind each day upon some common object which you have to pass.

Notice it particularly in all its parts. Take into your memory as much of it as possible, whether it be a monument, a house, a boat, a mill, a picture; and then try each evening to draw an outline of it. Above all, be ever trying how much of the form of anything you can take in at a single glance. Do this with faces, letting no peculiarity escape you. Do not attempt to remember every person and thus overtax your powers, but try single tests first. If expecting to be introduced to a person whose name and face you wish to remember-first, secure the name as directed in last chapter for the name is upon your ear but a moment. Then observe the person thoroughly. Let the ear notice the voice, the eve notice the face in every particular. Let the feelings bear the full impression of the person's aspect or bearing, whether harsh or gentle, austere or kind. We may thus get a threefold impression of each person we have to deal with, and each of these impressions will support and strengthen the others. In our recollections of this person afterwards, let each memory sense speak. Let the ear recall the tone of voice; the eye recall the form and features; the feelings (pleasant or otherwise) recall the peculiarity of manner which produced them. When this has been done, link these several impressions with his name, and his name with the primary feature of his character. This will ensure the recollection of either-whichever is presented to the mind first.

#### PLACES AND ROADS.

To find your way about a strange town, notice well the point from which you start—whether it be a railway station or hotel. Be sure of your direction, either by the position of the sun or by carrying a pocket compass. By this you will know what streets run parallel with each other, and whether you are going nearer to or further from your starting point. Care must also be taken to

notice the names of the streets at each turn as well as their appearance or any details which will aid in their

recognition if returning the same way.

Persons who fail to remember their own immediate neighbourhood should make a rough sketch map of the localities which perplex them, shewing how the main streets intersect each other. This may be done by themselves or by a friend, and it should be frequently consulted until the whole outline is imprinted upon the memory and the main and intersecting streets thoroughly known.

The increase of cycling is tending to make more necessary an intimate knowledge of roads and topographical areas. The cyclist who can easily remember his map, the road, and the intersecting roads which determine his route, is saved much time and trouble; otherwise he is constantly delayed by frequent consultations of his map or making enquiries by the way. Even in this matter, the Rules of Sound, if well known, will render

him great help.

Suppose the cyclist has to leave the main road (which is generally easy to remember) and take a cross-country journey to some place. He must first examine the section of road before starting, as shewn on his map, noting all the particulars; how far the main road has to be travelled before a turn is made from it; how many roads lead out of the main road before the proper turning is reached. The number of these turnings should be fixed in mind by a word expressing the number before the map is folded away. The more striking the word the better, and to indicate whether the turn is to the right or the left, a word must be selected whose initial letter is "r" or "l," or any other letter may be used to make the word indicate both number and direction, thus:—

The fifth turn to the left ... Life
The fifth turn to the North ... Night
The fifth turn to the West ... White
The sixth turn to the right... Rick
The sixth turn to the South
The sixth turn to the East ... Eric

## HOW TO REMEMBER DISCONNECTED NUMBERS.

To do this, it is necessary to know well the key, as the key words are all picture words giving concrete ideas or objects easily remembered. These should be associated with well-remembered localities in their proper Suppose the reader wishes to fix instantly in mind the four following groups of figures: -420, 234, 675, 316; he immediately thinks of a certain room in his own house and uses the first four places or articles of furniture in which to locate them. Suppose the fireplace is used first, then the mantelshelf, then the different localities or articles, going round the room from left to right. The key words for the first number are "Cur" and "Crusoe." These objects should be placed in the firegrate, forming an imaginary picture. The key words for the next group are "Cook" and "Tea-urn." Locate these on the mantelshelf. The key words for the third group are "Cock" and a "Fish-wife." Locate these with the first article of furniture to the left, which may probably be an arm-chair. The key words for the last group are "key" and a "convict." These may be associated with the next article. If it is a chiffonnier, the convict may be imagined seated upon it. Now, if the reader will allow his mind to go back to each locality, he will find that the objects placed there will be seen and remembered, and these will suggest the numbers. By using more articles or localities, he can remember more groups of figures, and when one room is filled, he can proceed to use the objects or positions of another in like manner.

#### HOW TO LEARN THE CALENDAR.

In the calendar given on the next page, the following particulars must be observed :—Each underlined syllable

suggests by its sound the date of the first Sunday in the month, while the first or primary sound suggests the month itself. Thus "Gentle" will suggest January, and "tile" will suggest 5 according to the Rules of the System. Therefore, knowing that the first Sunday in January is on the 5th, you can easily get the day upon which any other day falls. Suppose you wish to know upon what day of the week the 29th of January falls. Knowing that the first Sunday is on the 5th, you calculate by weeks until you reach the Sunday nearest the date you require, thus: 5, 12, 19, 26-the 26th being the nearest Sunday, the 29th must be on a Wednesday. Thus the last syllable of each association gives the first Sunday, any other date being obtained by calculating from the first Sunday. The reader will have little difficulty in forming for himself a calendar for each year, or it may be used as a perpetual calendar by calculating future dates from present year, as explained in most encyclopædias.

#### CALENDAR, 1902.

January	 	Gentile	 	5
February	 	Febrifuge	 	2
March	 	Maroon	 	2
April	 	Apex	 	6
May	 	May fair	 	4
June	 	Junction	 	1
July	 	Judex	 •••	6
August	 	Augury	 	3
Septembe:	 	Septimus	 	7
October	 	Oxide	 	5
November	 	Noon	 	2
December	 	Desist	 	7

#### CLAIRVOYANCE.

The principles of mental suggestion embodied in the Rules of Sound, by which articulated words can suggest numbers to another person, lend themselves to many forms of entertaining mystery, and if we indicate one or two it is in the hope and trust that such knowledge will never be used for any dishonourable purpose, but for unselfish and harmless amusement only.

Two persons knowing the system could easily astonish any company, and arouse their curiosity and interest. The power to suggest values and numbers by accenting certain syllables is capable of endless adaptation and utility even in business; while the fact that a word may be used to convey to another both a fact and a number at the same time makes the principle doubly valuable in

all card tricks and such like performances.

Thus supposing a gentleman is performing a few card tricks by the aid of a friend who forms one of the company. Such a person could suggest to the performer by one accented word only, though blindfolded, not only

the nature of a card, but the number also.

Suppose the card be "Six of Diamonds." The word "duck," "Dick," or "deck" casually introduced in the conversation would not only suggest the number 6, but the initial letter would indicate its kind. In like manner would the "Six of Spades" be indicated by "speck," "sprig," etc.; the "Six of Hearts," by "hack," "hock," etc. The word "dive," "die," etc., would give "Five of Diamonds," and "spy,", "spice," etc., would give "Five of Spades."

In many other feats of Clairvoyance are the Rules of Sound equally effective and useful. Suppose two students knowing them are in a company of friends. One may be blindfolded and placed anywhere in the room, and the other may hold up any current coin which any

of the company may produce, and then the blindfolded person is able to tell instantly what the coin is. To do this, the person putting the question simply emphasizes some word indicating its value. Thus, suppose it is a shilling, the words "Can you" accented in the question would reveal the number or value of it.

Following is a set of questions, one for each current coin; the underlined words indicate, according to the

Rules, the number of pence or shillings in each.

3d. What may this be?

6d. Be  $\frac{\text{quick}}{6}$  and say what this is.

1/-  $\frac{\text{Can you}}{1}$  tell what this is?

 $\frac{2}{2}$  Can you, Sir, tell what this is?

 $\frac{2/6}{3}$  Please show what this is.

 $\frac{4}{4}$  Are you able to say what this is?

 $\frac{5}{5}$  Try to tell what this is.

10/- See if you can show what this is.

20/- Do you know what this is?

To indicate a half-penny, always bring in the word 'laugh," or any word sounding like "half," as:—"Do not laugh, but tell me what this is;" or—"Have the goodness to say what this is.

#### MUSIC.

#### MUSICAL TERMS.

These must be learned according to directions for remembering foreign words in Chap. VII., and in "How to learn a New Language."

How to BEMEMBER THE PIANO KEYS.

This is often a difficulty to beginners, and the following lines will assist them:—

All the G and A keys

Are between the black threes,

And 'tween the twos are all the D's,

Then on the right side of the threes

Will be found the B's and C's;

But on the left side of the threes

Are all the F's and all the E's.

So in remembering the notes on the stave, the treble notes may be remembered by F, A, C, E.—face. Notes on the line by E, G, B, D, F, "Eggs bad of." The consonants of this phrase by omitting "s" and using "e" give their order.

#### How to remember the number of Flats or Sharps in each Key.

Before passing to the subject of Musical Examinations, we give a table on the following page to assist the student in remembering the number of flats or sharps in each key. Each association should be repeated along with the name of the key until the name of the key recalls the association. The last word indicates by its sound the number of flats or sharps in each, whilst its initial "s" or "f" tells whether flats or sharps are indicated. Associations connected with Minors contain both "m" and "n," but those suggesting Majors contain "m" only

NAME OF	NO. OF FLATS OR	ASSOCIATION INDICATING THE
KBY	SHARPS	NAME AND NUMBER
A major	3 sharps	A major see
A minor		
A flat major	4 flats	A flame flares
A sharp minor	7 sharps	A salmon sieve
A flat minor	7 flats	A flaming flash
B major	5 sharps	Bump sides
B minor	2 sharps	Barmen's shoe
B flat major	2 flats	Beef hams few
B flat minor	5 flats	Bluff men fly
C major		
C minor	3 flats	Coming feet
C sharp minor	4 sharps	Cash men share
C sharp major	7 sharps	Cashmere soft
C flat major	7 flats	Coughs lame fast
D major	2 sharps	Dumb shoes
D minor	1 flat	Demand from
D flat major	5 flats	Defame five
D sharp minor	6 sharps	Disseminate shocks
E major	4 sharps	Emma's snare
E minor	1 sharp	Emin shun
E flat major	3 flats	Effuvium freeze
E flat minor	6 flats	Effeminate flocks
F major	1 flat	Fame found
F minor	4 flats	Famine fare
F sharp major	6 sharps	For shame shock (ing)
F sharp minor	3 sharps	Fish men scheme
G major	1 sharp	Jim's song
G minor	2 flats	Gemini flew
G flat major	6 flats	Jeff's lamb flock
G sharp minor	5 sharps	Jasmines sigh
G Sharp minor	o sharps	easimines sign

A minor and C major are naturals.

The proper order of the flat and sharp keys is easily suggested by the following phrase—Good AlE and BeeF. The capitals give the sharps if read forward, and the flats if read backward.

#### MUSICAL EXAMINATIONS.

The primary subjects upon which students are questioned besides the matters already referred to are

the lives and works of the principal composers. These should be diligently studied, and the essential points, which should be thoroughly mastered, in connection with each may be stated as follows:

Place Education First work Place
Time Special difficulties Greatest
or advantages work Time
Circumstances Contemporaries Style or

istic Circumstances

character-

As it is essential to know well the period in which each character lived, the date of birth or death, or date of composition of his greatest work should always be known. In the following examples the date of death only is given, but they will serve to show the reader how to apply the principles of sound so as to remember those points connected with each subject, which are essential to the suggestion of other particulars.

WORD WORD WORD SUGGESTING SUGGESTING SUGGESTING NAME. GREATEST WORK. DATE. Handel's Messiah is dying 7 5 9 Haydn creates a great souled hymn 8 n Mozart's (Requiem) queer Ascension 7 9 1 Beethoven's Fidelio fits muses 2 7

#### HOW TO REMEMBER CHESS MOVES.

To remember any series of continuous moves upon the chess board, number words indicating the number of the squares should be selected from the Glossary and formed into sentences which can be easily remembered. The squares of the chess board are supposed to be numbered consecutively in horizontal lines, beginning at

the top left-hand corner.

If the moves to be remembered are numerous like the "Knight's Tour," they should be divided into a series of ten or less in each series. Thus the "Knight's Tour" gives 63 moves, exclusive of the final move to its original position, and 60 of these may be expressed in six sentences containing ten moves in each.

The following sentence gives the first ten moves from

its ordinary position in square No. 2:-

Coming in, shoeblack perched on pilot's sky blue log book, 19-9-2 6- 4 1-5 8-5 2-6 2 Shylock seeming neuter.

 $5 \quad 6 \quad -3 \quad 9 \quad -2 \quad 4$ 

In the above sentence, Shylock is supposed to have prompted the theft. Six such like sentences with a short one of three added, would give the whole 64 moves back to its original position in square No. 2.

KEY APPLICATION TO THE "KNIGHT'S TOUR," ETC.

A more certain method for a long series of moves (such as the "Knight's Tour") and one which will enable every move to be played more readily and quickly, is to use the Alliterative Key and associate the number words giving the moves, with their key words in their due order from 1 to 63. Thus, take the first four moves:—

WOR		ASSOCIATION
can	canning	canning meat or fish
cool	k dine	naturally connected
key	music	major or minor key
cur	organ	curs often bark at street or

In all such cases, the number words should be taken from the Glossary, selecting those most concrete and striking or most in harmony with the key words with which they have to be associated.

We have prepared a special Supplementary Paper for chess players, giving the whole of the legitimate moves comprised in the "Knight's Tour," as worked out by Euler, the great mathematician, all connected with their key words in their consecutive order, of which the foregoing form the first four.

TO REMEMBER THE MOVES OF THE OTHER PIECES.

To remember any series of moves by any of the primary pieces, as the King, Bishop, Castle, etc., the number words used to remember them should begin with the same letter. Thus, the Bishop's move to square 48 could be indicated by "Bargate," to square 39 by "Beaming," to 16 by "Bannack," etc.

These may be associated with the key words in due order if numerous, or they may be linked together in sentences, taking care that the first word or syllable of the association begins with "r" to indicate the right or Queen's side; while an "l" may be used to indicate the

left or king's side.

#### MOVEMENT OF PAWNS.

To remember the movement of any pawn, two words are required. Thus suppose we wish to remember that the first move of the knight's pawn should be over two squares to allow immediate play both to the Queen and Bishops, the term "Knight's pew" would suggest it; the word "pew" indicating two by its sound. Other special moves to any square can be also suggested by the directions already given.

#### GENERAL APPLICATIONS.

To recollect any event, fact, or transaction in connection with any name, person, or place, the two should be associated by utilising the most prominent or best known feature of each fact, name, or person dealt with. Thus, a person recently enquired, "How can I remember that Breslau is in a mining district?" The two are easily

united by utilising some prominent point from the name and from the fact, thus:—

Breslau-law, deeds, property, mining property-mines.

### ENGAGEMENTS.

To rapidly arrange and recollect a series of engagements in a certain order, the "key" should be used and the various engagements connected with the key words as they are required to be brought to mind; but to remember a short series of facts or events with each other, they may be correlated together or combined by Suggestive Contractions. (See Chap. XIII.) Thus the following sentence, which concerning Egypt is now true through improved administration, will suggest the principal countries from which we obtain cotton:—East and West Indies, Egypt, and America.

Cotton grows East and West o'er Egypt's merry acres.

The principle of Suggestive Contractions is of illimitable application, and enables the student to group together essential facts in any required order. In this way, extensive masses of information may be easily held together in the mind by the merest fragments or parts, if those parts are wisely made use of.

### MEMORIZING AN AUTHOR'S WORKS.

This may be done either by Correlation or by Suggestive Contractions, and we therefore give an example of each process. Its design is to link the principal works of any author to his or her name, and we will take Charles Dickens, one of the most prolific and difficult, as an example

### BY CORRELATION.

Dickens, dick, pick, Pickwick, week, moment, nick of time, Nicholas Nickleby, nickel, silver, copper, David

Copperfield, field, farmhouse, Bleak House, bleak, cold, barn-like, Barnaby Rudge, rut, road, winding, twisting, Oliver Twist, twisted, knarled tree, curious, Old Curiosity Shop.

### BY SUGGESTIVE CONTRACTION.

In Dickens pic-nic field a bleak barn twisted curiously.

The underlined syllables suggest the principal works referred to in our last illustration.

In this way also may the title of any work be asso-

ciated with its principal characters.

To remember the author of any poem, phrase, or passage, take from it the most prominent word and correlate it to the author's name, as shewn above, and in the chapter on "Methods of Application."

### FRACTIONS.

In dealing with fractions relating to fourths, as in farthings, or in degrees as shewn in latitude and longitude, the denominator should always be regarded as consisting of fourths. Thus  $\frac{1}{2}$  should be read as  $\frac{2}{3}$  (two fourths). By this means, the numerator need only be remembered, the denomination of the lower figure being always understood. Hence, fractions of pence should always be reduced to fourths. Thus to remember that beet sugar is  $9/4\frac{1}{2}$  per bag,

Beet in jars use

would suffice; or by using the initial letter to indicate "beet," but three words only would be sufficient, as

Bent jars use.

9 4 2

### GLOSSARY OF WORDS EXPRESSING NUMBERS

This Glossary is only designed as a nucleus to guide the student in forming one for himself more comprehensive and complete, An ordinary exercise book should be ruled for the purpose, in which new words expressing numbers may be daily added. The student should always be on the look-out for such words, especially those expressing three or four figures. These longer words will prove very serviceable, as they will often be found to express in themselves some important numerical fact which it may be very essential for him to remember.

### Words Representing the Cypher.

shew	ho	toad	old	whole	coast	tone	boat
show	hoe		scold		host	zone	cote
sloe	lo	doze	sold	coach	most		coat
slow	low	froze	told	broach	post	cope	dote
snow	grow	close		poach	toast	hope	float
so	know	hose	bole	roach		grope	gloat
sow	mow	chose	cole		blown	mope	groat
stow	no	knows	coal	home	sewn	pope	goat
though	oh	nose	bowl	comb	sown	rope	mote
throw	row	rose	dole	dome	bone	scope	moat
throe	roe	prose		foam	cone	soap	rote
trow	sew	pose	foal	loam	crone		note
tow	woe	those	goal	roam	flown	clove	quote
toe		foes	mole	Rome	grown	drove	oat
bow	bode		pole		lone	grove	smote
blow	goad	bold	role	globe	loan	rove	stoat
crow	lode	cold	roll	robe	moan	stove	throat
dough	load	foaled	scroll	Job	own	throve	vote
doe	mode	fold	shoal	probe	prone	wove	wrote
flow	ode	gold	soul		shewn	hove	
foe	road	hold	sole	boast	stone		
glow	rode	mold	stole	ghost	throne	bloat	

### Words Representing Number One

toll

strode

go

mould

roast

mote

		W orus h	cepresen	ting Nu	imber 0	me.	
run	tun	champ	dance	hand	man	plant	pang
shun	ton	tramp	lance	land	clan	pant	slang
bun	son	cramp	glance	strand	scan	rant	sprang
fun	won	damp	trance	sand	span	scant	
pun		lamp	prance	stand	pan	slant	swan
Hun	cram	swamp	chance	wand	tan	aunt	con
gun	ram	stamp	and		wan	Stanie V	don
done	dam	camp	band	bann		bang	bon
nun	ham	font	gland	can	ant	clang	on
shun	swam	want	bland	fan	cant	fang	one
sun			brand	ran	chant	rang	none
stun			grand	dan	grant	bang	
bond	strong		drum	thumb		stung	bunt
fond	throng	pump	dumb	plumb	bung	sung	punt
pond	thong	rump	gum	numb	rung	swung	

Words Representing Number One (continued	d	į	l					į								1	1	1	1									4													1	1									ė	ė		ė	é	é	ı	ı	ı	4			4							4	4	ı	4						4	4	4	4	4	4		4												į									ı							¢	í	n	,		į		į	į	t	į	1	)	C	4	C		1	ĺ			,	é	ų	e	ı	,	1	ì	)	)	Ì	
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	"	Urus Lever	0	· wintour O	ne l'ontern	ucuj.	
wand		stump	glum	once	chung	tongue	drunk
conned	bump	trump	hum		flung	young	monk
	clump	thump	mum	dunce	dung	0	junk .
gong	crump		rum	bunch	lung		slunk
wrong	dump	bomb	plum	lunch	slung	blunt	sunk
	hump	come	sum	hunch	sprung	brunt	
song							trunk
long	jump	chum	scum	punch	strung	grunt	bunk
prong	lump	crumb	some	munch		hunt	shrunk
	V	Vords R	enresen	ting Nu	mber Ty	VO.	
blew	hew	yew	rook	bloom	luno	swoop	choose
brew	hue	you	shook	broom	moon	troop	
chew	Jew	woo	look	doom		Theer	loose
chew		WOO	Luke		noon	whoop	moose
clue	Kew	2		gloom	soon		news
cue	new	brood	took	groom	swoon	boot	nse
crew	knew	food		boom		loot	duce
do	shoe	mood	mule	loom	hoop	mute	fuse
due	screw	rood	rule	room	coop	lute	boose
drew	strew	hoof	yule	tomb	droop	brute	ooze
ewe	shrew	roof	school		soup	root	noose
few	threw	proof	fool	spoon	dupe	route	goose
fluo	through	h	cool	boon	loop	shoot	Ouse
flew	too	book	stool	June	poop	suit	
		1-	maal.	20 10 17 10 0	gaaan	soot	
glue	true	cook	poor	prune	accorp		
glue	true view	brook	pool	tune	stoop	8000	
	view	brook		tune	stoop		
	view	brook Vords R	epresent	tune ting Nu	stoop mber Th	ree.	
grew	view V key	brook Vords R	epresent beach	tune	mber Th		feel
grew	view	brook Vords R	epresent	tune ting Nur teach	stoop mber Th	ree.	feel heal
grew	view V key	brook Vords R	epresent beach	tune ting Nu	mber Th	sleek	
bee be	view W key knee	brook Vords R she the	epresent beach bleach	tune ting Nur teach	stoop mber Th leak Greek	ree.	heal
bee be sea	key knee lea	brook Vords Reshe the	epresent beach bleach breech	tune ting Nur teach beak	stoop mber Th leak Greek leek	sleek sneak speak	heal heel keel
bee be sea fee	key knee lea lee	brook Vords Reshe the thee three	beach bleach breech each leach peach	tune ting Nu teach beak bleak cheek creek	stoop  mber Th  leak Greek leek meek	sleek sneak speak squeak	heal heel keel kneel
bee be sea fee flea	key knee lea lee me	brook Vords Reshe the three three wee	beach bleach breech each leach	tune ting Nu teach beak bleak cheek creek	stoop  mber Th  leak Greek leek mcek peek	sleek sneak speak squeak week	heal heel keel kneel meal
bee be sea fee flea fleo	key knee lea lee me pea	brook  Vords Research  she the three three wee we	beach bleach breech each leach peach	tune ting Nu teach beak bleak cheek creek	stoop  mber Th  leak Greek leek meek peek pique	sleek sneak speak squeak week	heal heel keel kneel meal peal
bee be sea fee flea flee glee	key knee lea lee me pea plea	brook  Vords Research  she the three three wee we	beach breech each leach peach peach preach reach	tune ting Nur teach beak bleak cheek creek creek	stoop  mber Th  leak Greek leek meek peek pique reek	sleek sneak speak squeak week weak	heal heel keel kneel meal peal peel
bee be sea fee flea fleo glee free	key knee lea lee me pea plea quay	brook  Vords Reshe the thee three wee we tree  beech	beach bleach breech each leach peach preach	tune ting Num teach beak bleak cheek creek creak eke	mber The leak Greek leek meek pique reek streak	sleek sneak speak squeak week weak deal eel	heal heel keel kneel meal peal
bee be sea fee flea fleo glee free he	key knee lea lee me pea plea quay see	brook  Vords Reshe the thee three wee we tree  beech	beach breech each leach peach preach reach speech	tune ting Num teach beak bleak cheek creek creek ereak eke freak	mber The leak Greek leek meek pique reek streak shriek	sleek sneak speak squeak week weak deal	heal heel keel kneel meal peal peel
bee be sea fee flea fleo glee free he steal steel	key knee lea lee me pea plea quay see stream	brook Vords Reshe the thee three wee we tree beech fleece	beach bleach breech each leach peach preach reach speech cheat	tune teach beak bleak cheek creek creak eke freak bleed	mber The leak Greek leek meek peek pique reek streak shriek clear	sleek sneak speak squeak week weak deal eel sphere	heal heel keel kneel meal peal peel reel
bee be sea fee flea fleo glee free he steal steel squeal	key knee lea lee me pea plea quay see stream teem	brook  Vords Reshe the thee three wee tree  beech fleece grease lease	beach bleach breech each leach peach preach reach speech cheat eat	tune ting Nut teach beak bleak cheek creek creak eke freak bleed creed broed	mber The leak Greek leek meek peek pique reek streak shriek clear deer	sleek sneak speak squeak week weak deal eel sphere shear stear	heal heel keel kneel meal peal peel reel
bee be sea fee flea fleo glee free he steal steel	key knee lea lee me pea plea quay see stream teem	brook  Vords Reshe the thee three wee we tree  beech flecce grease lease niece	beach bleach breech each leach peach preach reach speech cheat eat	tune ting Nur teach beak bleak cheek creek creek ereak eke freak bleed creed	mber The leak Greek leek meek pique reek streak shriek elear dear	sleek sneak speak squcak week weak deal eel sphere shear steer	heal heel keel kneel meal peal peel reel
bee be sea fee flea flee glee free he steal steel squeal teal	key knee lea lee me pea plea quay see stream teem team theme	brook Vords R she thee three wee we tree beech flecce grease lease niece peace	beach bleach breech each leach peach preach reach speech cheat eat feat feet fleet	tune ting Nut teach beak bleak cheek creek creak eke freak bleed creed broed feed greed	stoop mber Th leak Greek leek meek peek pique reek streak shriek elear dear dear dear fear	sleek sneak speak squeak week weak deal cel sphere shear stear steer	heal heel keel kneel meal peal peel reel
bee be sea fee flea flee glee free he steal steel squeal teal weel	key knee lea lee me pea quay see stream teem team theme	brook  Vords Reshe the thee three wee we tree  beech flecce grease lease niece	beach bleach breech each leach preach reach speech cheat eat feat feet greet	tune teach beak bleak cheek creek creak eke freak bleed creed feed	stoop  mber Th  leak Greek leek meek peek pique reek streak striek clear dear dear dear fear fear	sleek sneak speak speak week weak deal cel sphere shear stear stear	heal heel keel kneel meal peal peel reel  cleave grieve eve heave
bee be sea fee flee glee free he steal steel veal veal weel wheel	key knee lea lee me pea plea quay see stream teem theme	brook Vords R she thee three wee tree beech flecce grease lease niece peace piece cease	beach bleach breech each leach peach preach reach speech cheat eat feat feet fleet greet meet	tune ting Nur teach beak bleak cheek creek ereak bleed creed feed greed freed knead	stoop mber Th leak Greek leek meek peek pique reek streak shriek clear dear dear dear gar ear year	sleek sneak speak squeak week week weak deal eel sphere shear steer tier tear near	heal heel keel kneel meal peal peel reel  cleave grieve eve heave leave
bee be sea fee fee flea flee glee he steal steel squeal teal weel wheel zeal;	key knee lea lee me pea plea quay see team teem team theme	brook  Vords R. she thee three we tree  beech flecce grease lease niece cease beast	beach bleach breech each peach peach preach reach speech cheat feat feet greet meet	tune ting Nun teach beak bleak cheek creek creak eke freak bleed creed broed feed greed freed knead lead	stoop mber Th leak Greek leek meek peek pique reek streak shriek clear dear dear dear drear fear ear year bere	sleek sneak speak squeak week week deal eel sphere shear steer tear near pier	heal heel keel kneel meal peal peel reel cleave grieve eve heave leave sleeve
bee be sea fee flee glee free he steal steel veal veal weel wheel	key knee lea lee me pea plea quay see stream teem team theme	brook Vords Rishe the thee three wee tree beech fleece grease niece peace cease beast	beach bleach bleach breech each leach preach preach reach speech cheat eat feet fleet greet meet meet meet meat	tune ting Nur teach beak bleak creek creak eke freak bleed creed feed greed knead lead mead	stoop mber Th leak Greek leek meek peek pique reek streak shriek clear dear dear dear tear year bere	sleek sneak speak squeak week week deal eel sphere shear steer tier tear near pier weep	heal heel keel kneel meal peal peal reel cleave grieve eve heave leave thieve
bee be sea fee glee glee free he steal steel squeal teal weel wheel zeal; seal	key knee lea lee me pea plea quay see stream teem team team clean dean green	brook Vords R she thee thee three we tree beech flecce grease lease niece cease beast feast	beach bleach bleach breech each leach peach preach reach speech cheat eat feet greet meet meet meet heat heat	tune ting Nun teach beak bleak cheek creek creak eke freak bleed creed freed greed freed knead lead mead weed	stoop  mber Th leak Greek Greek meek peek pique reek streak striek clear dear dear dear dear dear dear jear	sleek speak speak squeak week weak deal eel sphere shear steer tier tear near pier weep	heal heel keel kneel meal peal peel reel cleave grieve eve heave leave sleeve
bee be sea fee flea flee flee free he steal steel veal teal weel wheel seal dream	key knee lea lee me pea plea quay see stream teem team theme been clean dean green keen	brook Vords Reshe the the thee three wee tree beech fiecee grease lease niece peace cease teast feast least	beach bleach bleach breech each leach preach preach reach speech cheat eat feat feet greet meet meat heat neat heat neat	tune ting Nut teach beak bleak cheek creak eke freak bleed creed feed greed knead mead weed need	stoop  mber Th leak Greek Greek neek peek pique reek streak striek clear dear dear dear dear pear per hear jeer leer	sleek speak speak squak week weak deal eel sphere shear stear tear near pier weep creep deep	heal heel heel kneel meal peal peal reel cleave grieve eve heave sleeve weave
bee be sea fee glee glee free he steal steel squeal teal weel wheel zeal; seal	key knee lea lee me pea plea quay see stream teem team team clean dean green	brook Vords R she thee thee three we tree beech flecce grease lease niece cease beast feast	beach bleach bleach breech each leach peach preach reach speech cheat eat feet greet meet meet meet heat heat	tune ting Nun teach beak bleak cheek creek creak eke freak bleed creed freed greed freed knead lead mead weed	stoop  mber Th leak Greek Greek meek peek pique reek streak striek clear dear dear dear dear dear dear jear	sleek speak speak squeak week weak deal eel sphere shear steer tier tear near pier weep	heal heel keel kneel meal peal peal reel cleave grieve eve heave leave thieve

### Words Representing Number Three (continued).

near

keen

0250

mien breathe seat reed

hearse

nurse

purse

terse

verse

worse

birt

dirt

flirt

girt

hurt

pert

реаш	шец	preatne		reeu	near	кеер	ease
deem	queen	seethe	sheet	seed	peer	leap	please
gleam	screen	sheath	sleet	speed	queer	neap	sneeze
ream	seen	wreath	street	steed	rear	peep	squeez
scream	scene		sweet		sear	reap	tease
scheme	spleen	wheat	treat	beer	seer	sheep	wheeze
seam	wean	beat		bier	slear	sleep	these
seem		teat	bead	cheer	smear	steep	
steam		bleat	deed	blear	spear	sweep	
	W	ords Re	present	ing Nur	nber Fo	ur.	5.00
are	aire	pair	where	heart	birth	fir	third
bar	air	pear	weir	hart	dearth	cur	word
car	bare	rare		part	earth	err	
ezar	bear	scare	card	smart	mirth	fur	sward
far	glare	share	bard	start		her	horde
jar	care	snare	guard	tart	churl	sir	cord
mar	chair	spare	hard	quart	curl	slur	lord
par	dare	square	lard	wart	earl	spur	ward
spar	fare	stare	marred	thwart	furl	stir	
star	fair	stair	yard		girl	blur	dirge
tar	flare	swear		birch	hurl	heard	purge
for	hare	tear	art	thurch	pearl	herd	scourge
nor	hair	tare	cart	lurch	whirl	sherd	serge
or	lair	their	chart	perch	twirl	bird	surge
war	mare	there	dart	search		curd	urge
	pare	ware	mart			gird	verge
	curt	squirt	stern	sworn		jerk	thirst
curse	blurt	wert	turn	thorn		kirk	worst

### born borne earn fern corn serve burke burst shorn dirk durst shirt heron curve skirt firk curst learn horn nerve swerve lurk spurt spurn scorn erst

torn

worn

warn

curb

herb

verb

lurk

turk

work

### Words Representing Number Five.

urn

yearn

learn

churn

by bye	sly	voice	Mike pike	time slime	sire spire	mite plight	blithe
buy	sty	bride	spike	wipe	squire	right	110110
cry	thigh	bide	strike	gripe	tire	quite	dive
dry	tie	chide	wife	pipe	wire	rite	gyve
die	vie	died	fife	ripe		site	drive
lie	try	dyed	knife	snipe	bite	sight	hive
fly	why	glide	life	stripe	cite	slight	rive
		guide	rife	type	sight	spite	strive
eye pie	ice	hide	strife	tripe	blight	spright	thrive

Words	Representing	Number	Five	(contin	ned).
	.J.		h	their	amita

fry	dice	pride			bright	smite	
high	lice	ride			bight	tight	guise
hie	mice	side	chime	dire	fight	trite	prize
nigh	price	slide	elimb	fire	height	white	wise
my	rice	stride	U.L.	hire	fright	wight	rise
rye	slice	tide	crime	ire	flight	wright	size
ply	spice	wide	grime	lyre	kite	write	5120
	thrice						bribe
pry		cried	lime	mire	knight		
shy	trice	200	rhyme	quire	night	tithe	scribe
sigh	twice	dike	prime	choir	light	writhe	tribe
sky	vice	like	thyme	shire	might	scythe	
		Words	Represer	nting N	umber S	Six.	
fix	brick	chick	pick	sick	sex	wreck	fleck
six	dick	click	nick	thick	vex	beck	neck
mix	kick	lick	prick	wick	next	check	peck
sticks		Mick		WICK		deck	
SUCKS	crick		quick		text		speck
		deck	pack	egg	stock	tuck	rig.
	frock		quack	dreg	duck	truck	sprig
ox	flock	back	rack	keg	buck.		twig
box	knock	black	slack	leg	chuck	big	wig
fox	mock	clack	sack	peg	luck	dig	
COX	lock	crack	smack	beg	pluck	fig	
	smock	hack	tack	act	puck	jig	
clock	rock	jack	track	fact	ruck	gig	
block	shock	nack		tract	stuck	pig	
cock	sock	lack		tact	suck	prig	
	W	ords R	epresent	ing Nu	nber Se	ven.	
give	muff	if		3		list	lust
		cliff	1-	2	pest		
live	puff		ash	bess	test	mist	bust
sieve	ruff	skiff	cash	bless	vest	whist	thrust
dove	rough	sniff	clash	cess	nest	twist	
love	tough	stiff	crash	chess	west	wrist	blush
glove		whiff	dash	cress	jest		crush
shove	chaff	tiff	flash	dress		cross	brush
have	laugh		gash	guess	bliss	dross	bush
	gaff	ass	gnash	less	kiss	foss	flush
cough	quaff	brass	lash	mess	hiss	loss	rush
cough	quaff staff	brass	lash hash	mess	hiss this	loss	rush hush
off	staff	class	hash				
	staff	class gas	hash plash	press	this	moss toss	
off trough scoff	staff cleft	class gas glass	hash plash rash	press stress	this is miss	moss	hush
off trough scoff bluff	staff cleft left	class gas glass grass	hash plash rash mash	press stress best	this is miss whiz	moss toss was	hush huss fuss
off trough scoff bluff buff	staff cleft left theft	class gas glass grass has	hash plash rash mash sash	press stress best lest	this is miss whiz dish	moss toss was	hush huss fuss thus
off trough scoff bluff buff cuff	staff cleft left theft draft	class gas glass grass has as	hash plash rash mash sash quash	press stress best lest breast	this is miss whiz dish fish	moss toss was dust crust	hush huss fuss thus truss
off trough scoff bluff buff cuff huff	staff cleft left theft draft draugh	class gas glass grass has as at lass	hash plash rash mash sash quash slash	press stress best lest breast crest	this is miss whiz dish	moss toss was dust crust trust	hush huss fuss thus
off trough scoff bluff buff cuff	staff cleft left theft draft	class gas glass grass has as	hash plash rash mash sash quash	press stress best lest breast	this is miss whiz dish fish	moss toss was dust crust	hush huss fuss thus truss

				1	111			
		V	ords R	epresent	ting Nu	mber Ei	ght.	
hate		grate	prate	straigh	tbrat	mat	spat	base
bait	t	mate	plate	weight	cat	hat	that	brace
date	е	late	sate	freight	chat	pat	vat	case
fate	)	wait	skate		fat	plat	sat	dace
gate	е	plait	slate	at	flat	rat	yacht	chase
grea	at	rate	state	bat	gnat	sprat		face
grad	ce	ale;	sprain	reign	pit	cot	slut	make
lace	•	dale	strain	rain	quit	dot	smut	quake
mac	е	bale	gain	rein	slit	clot	strut	rake
pace	ө	hail	stain		split'	got		stake
plac	е	bail	swain	aim	spit	hot	chaste	sake
race	9	fail	train	blame	tit	jot	haste	slake
space	ce	frail	twain	came	twit	knot	paste	snake
trac	e	gale	vain	claim	whit	not	taste	take
		hale	vein	dame	wit	lot	waste	wake
aid		jail	wane	fame	writ	plot		
glad	le	mail	bane	flame	mit	pot	ape	doubt
brai	id	male	blain	frame		rot	cape	gout
blad	le	nail	brain	game	bet	scot	grape	pout
jado	3	quail	cane	lame	debt	shot	gape	scout
lade	Э	rail	chain	name	fret	squat	rape	shout
mad	le	sail	crane	tame	get	sot	drape	spout
mai	d	sale	drain	shame	jet	spot	scrape	trout
weig	ghe	dscale	Dane		pet	what	shape	
shad		snail	fain	bit	let		tape	bathe
raid	l	stale	feign	fit	net	but		lathe
trad	le	trail	grain	sit	set	cut	ache	swathe
wad	le	tale	lain	cit	sweat	glut	bake	scathe
		veil	lane	flit	threat	butt	cake	
wait	E	vale	main	grit	whet	hut	brake	
chai	fe	wail	mane	hit	wet	nut	break	
safe	,	whale	pain	kit		put	drake	
			plain	knit		rut	flake	
		slain	plane	nit	blot	shut	lake	
		V	ords R	epresent	ting Nu	mber N	ine.	
nine	Э	shine	vine	grind	grin	spin	hymn	
bine	е	Rhine	wine		in	thin	him	Ben
line	)	sign	whine	bin	inn	twin	limb	den
dine		spine	bind	chin	kin	win	skim	fen
chir	ne	shrine	kind	din	pin		slim	glen
fine		swine	find	fin	shin	brim	swim	hen
kine	е	thine	mind	jin	sin	dim	trim	ken
min	е	tyne	hind	gin	tin	rim	sim	men
pine	9	twine	blind	glyn	skin	grim	Tim	pen
the	n	fend	tend	send	pent	jem	rinse	sense
whe	en	friend	trend	vend	rent	hem	since	thence
wre		lend	wend	blent	spent	stem	wince	whence
		mend		gent	tent	them		
ben	d	rend		Kent	vent		pence	
end		send	bent	lent	went	mince	hence	
blei	nd	spend	cent	meant		prince	dense	
						and the same		

ocean lotion potion motion notion Roman Onan forum bowman postman oakum	o2 globule beat-hook cocoon old moon old shoe so few no room suggested to the single columns suggested to the single columns	holy lowly pony bony rosy prosy smoky smoldy trophy	Homer roamer polar solar rower mower roller poker ochre loafer bloater voter blower slower	O5 low tide hauthoy post by oldines en the soldines of the columns.
och moleck to monds the single och columns.	notice lotus locust crocus bonus Jonas knowest blowest Joseph roses Moses	Os power the single combine words from the single columns.	crowing rowing sowing loaming moaning groaning growing throwing throwing going token omen lowing towing	banjo Congo Mungo Sunstroke unyoke unfold untold manhole control console compose unknown

11 cannon canon common onion bunion

gammon bamboo Tom Thumb commune humdrum mammon ammon Canton London undone quondam random

12

canoe undo on view lampoon thumbscrew mummy commute compute manure unsure Canute uncouth tomfool

13

candy dandy monkey donkey funny money sunny plumtree bandy handy sandy brandy humbly comely

14

conger longer hammer rammer panther banner tanner runner gunner camphor lumber number amber rambler angler tumbler banker canker planter thunder blunder slumber

15

convov annoy bonfire conspire comply untie contrive transcribe concise confide compile transpire umpire comprise unwise conjoin sometime sunrise one eve

16 convict convex

sandon

hangman

phantom

puncheon

hansom

bantam

unction

17

compass compress confess canvas handenff handmuff languish anguish transgress undress confest contest congest consist ambush conquest congress

fondness

punish

honest

18

honev

bonny

shanty

sunbeam

Dante

comet trumpet jampot bonnet hamlet campaign sonnet hand rail translate bondslave conclave cannot commit complot bandit champagne landscape unsafe convey complain

19

Humber

convent consent content pumpkin bumpkin famine nonsense contempt commence condense coming Blondin landing . unkind consign confine combine humming summing

running

20 Crusoe

Hugo shoe-sole do so you know blue coat Jew wrote tombstone soon home

complex annex hammock bannock compact transact contract connect concoct transfix conduct construct ransack comeback context chronic frantic

antic

21

Teuton stewpan human durance Newland Ulan truant truman Newton Susan Soudan. 22

Two shoes new shoes jujube Zulu blue-book boat-hook true book new rule new school new moon too soon 23

tureen beauty duty sooty gloomy roomy coolie ruly duly purely surely fury Jewry jury Susy puny fusee booby Lucy ruby

24

tutor Tudor ewer newer rhubarb fewer purer surer bloomer ruler curer future pewter neuter brewer bugler humour tumour lucre suitor

25

toolwright new light moonlight schoolboy new toy unite blue eye rook pie goose oil newsboy July fruit pie look high

26

tunic music shoeblack screwjack blue frock eunuch new dock boot jack Lubeck rubric 27

tourist Jewess Snez Judas lewdness rudeness toothless shoeless Lucas mucous mulish foolish fruitless prudish roofless Rufus ruthless brutish sootish

\_\_\_\_

28
toothache
Yule cake
cruet
suet
curate
duet
roulette
humane
moonlit
look out
book case
shoe lace
crusade
unit

28 toothring soothing student prudent roofing ruin shooting brewing looking prudence pew rent bruin new inn stewing supine

29

tea rose repose depose negro Defoe Creole below bemoan reproach reload bespoke revoke behold elope remote devote

denote

31 tea bun treason Edom besom reason season began Sedan trepan remand recant beyond belong seaman benumb become begun demon deacon

32 teaspoon tea-room beetroot tree root Hebrew bedew review renew resume rebuke seclude preclude elnde delude seduce reduce recluse repute refute

recruit

33 tepee beef-tea seaweed seabeach beseech repeal reveal redeem degree decree deceive believe receive retrieve defeat deceit retreat decrease release between

tea urn return cigar debar cedar regard reaper cheaper keeper sleeper peeper creeper dreamer steamer preacher teacher Cæsar depart sweetheart beware

34

35 trefoil recoil beehive derive deride beside seaside decide decry defy deny defile beguile revile desire retire delight recite revive deprive

36 tree-frog sea dog peacock Enoch seasick beeswax relax detract enact react refract detect deject erect elect reflect reject select deduct

prefix

37 treatise Beatrice giraffe Freeshalf enough rebuff depress redress repress refresh bequest detest request Remus Demas desist resist repast

38 teapot besot create debate relate regret beset beget emit refit debase retrace deface bewail regale retail degrade detain refrain regain remain

39 tea things leavings Pekin sealskin feeling peeling kneeling heaping beating keeping reading eating sleeping reaping leaping creeping reeling heeling resign repine decline

40 turncoat furcoat barrow harrow narrow sorrow morrow corrode forebode foretold morose forego foreknown foreshow o'erthrown burrow furrow borrow charcoal

Marco

41

foreman oarsman organ Morgan Jordan Horton Norton Mordaunt pardon Larum person parson arson carman carrion baron Sharon

42

fortune cartoon harpoon curfew pursue perfume forsook permute pursuit hirsuit forsooth foreknew Khartoum Gertrude 43

firtree Turkey murkey dirty darkey perceive foresee sherry perry berry bury sorry Orry curtsey party

hearty

44

farmer charmer mirror murmur warder garter tartar order horror larder further father Martha murder harbour porter barter swearer bearer

border

45

forelight foresight turnstile turnoil perspire survive surprise surmise air-tight fair-fight Carlisle Carlyle purloin sirloin fortnight

46 forelock burdock garlick arrack correct perplex perfect lyric Herrick Garrick Carrick barrack Arctic

47 forest fairest carcass Argos heiress arras cuirass morass surpass forecast caress arrest purchase furnish forgive nervous careless hairless

Marcus

persist

48 ferret merit; carpet target forget cornet forgot hariot hermit carrot parrot hornet market arcade parade persuade pervade ordain forsake

partake

curtail

49 farthing furling curling curtain firkin certain virgin hairpin perkin jerkin tearing airing bearing wearing hurling whirling soaring pouring snoring

working

shirking

50 fly boat dry coat milestone limestone Shiloh tvro toy show by road high road sly rogue my own Tyrone high-flown Milo fly-blown iceboat

51 fireman

hired man lion Zion syphon pliant finance tyrant hydrant iron Ireland island Hilam Hiram Byron Simon

53

fireproof high roof toy book high school tidy boy blue high stool sky blue wild goose typhoon high pew tight shoe

53 fire-screen

night scene buyer ivv wily icv tiny sprightly nightly briny slimy spicy knightly brighaly oily Rilev miry fiery

54 friar

tiger rider spider cloister ovster riper viper piper cider wider biter writer nitra mitre lighter

55

firefly lifebuoy high tide fireside firelight skylight bright-eyed bright side night light firefly bve by childlike typhoid sidelight

56

bison

poison

fire-lock Shylock knife box climax direct dry dock high rock my frock wild hog sly dog dry sticks high back 57

fire brush Trish stylish pie crust Cyprus Cyrus cypress Titus eyelash my love thy love Midas Silas pious bias joyous

joyless

evelash

58

wirv

shyly

fire-grate whitebait pilot Pilate pirate riot Wyatt Myatt fiat white hat dry mat fly at high way by way high day by lane climate

59

fighter

snider

filing hireling trident silent dving lying spying crying buying sighing prying biting fighting lighting slighting blighting firing

hiring

60 fox-hole

slack coal black hole frock coat egg yoke deck load Wicklow cockroach big toe expose dog-rose pig's nose coxcomb big stone explode

61

62

63

64 figure 65

fiction diction packman auction faction action Dixon Stockton Buxton Caxton Lackland black swan wigwam

succumb

expunge

expand

expanse

dockman

blackstone

extant

fixture mixture frog stool duck pool cuckoo excuse exclude exude exhume accrue big shoe log book

fig tree Black-sea jockey cockney exceed succeed duckweed buckbean lucky plucky ugly lackey blackey

Hackney

nigger cracker backer wicker bicker flicker Proctor doctor vigour beggar bigger liquor wrecker rocker mocker knocker blacker

picture

fig-pie necktie pig sty black eve bagpipe black pipe big light big kite big toy cock fight thick night dog fight exile excite acquire expire exploit

66

67

68

69

70

fig box black ox pickaxe picklock Pickwick pienie extract quick stick exist exact expect neglect knick-knack Skegness

flagstaff Macduff Bacchus access aggress success express accost exhaust legless luckless jackass

frigate wicket bucket locket rocket pocket cricket ricket picket socket bracket racket packet drugget nugget acquit exit iacket

fig wine pig's chine chicken Dickens licking kicking picking extent extend accent expense fixing mixing stocking mocking knocking shocking

cackling

fresco lasso disrobe disown disthrone aslope discourse dispose disclose bestow crossroad Castro

71 Freshman

fustian fashion pheasant lesson Weston ration vision mission passion hastion distant distance cousin cushion question rostrum nostrum

72 estoor

festoon mistook costume mushroom misrule dispute misuse disused disproof assume assure assure askew eschew astute huffoon 73 fish-spear

cashier austere coffee toffee pussy fussy lassie Cassy dizzv rusty dusty musty disease displease blaspheme trustee

74 fisher

wisher liver quiver treasure measure pleasure Esther iester lesser master castor faster plaster presser wrestler Hussar river giver never

75

fishwife sapphire aspire assize aside astride descry espy dislike pastime esquire affright disguise chastise

76

physic mystic rustic cassock cossack distract dissect suspect Chiswick snuff-box caustic Essex Sussex 77

fastness vastness mastiff mischief moustache Christmas massive passive fishes possess discuss distress misgive assess assist dismiss distrust

disgust

crevice

78

lessee

flasket basket. casket russet rough it buffet covet rivet estate mistake biscuit essav dismay display astray escape assail cascade

disdain

79

ever

fish tin ash hin muffin coffin coughing laughing Ruskin muslin passing pushing rushing crushing blessing pressing loving living. giving scoffing

having

80

flat pole rat hole motto grotto pithole atone gritstone, whetstone cat's-paw hot coal hot roll kitto cato

May-pole

81 pitman hatstand Rutland Jutland cotton Hatton Watson bottom atom button Sutton nation station Briton matron bacon patron Satan

Laban Haman cayman pothook spittoon attune tattoo statute' footstool patty settee city pity ditty Kitty witty Patsy petty petty putty Paley daily

daisy

crazv

lazy

84 potter butter grater prater nature! cutler butler waiter traitor better fetter letter hatter " matter fitter litter bitter) platter

potboy
Lot's wife
foot light
attire
satire
nut oil
cat eye
daylight

86
Patrick
attic
hatbox
mattock
Attock
attract
attack
hay cock
hay rick

87 Patmos Amos mattress atlas lettuce lattice cutlass footless buttress gratis cut glass hatless tasteless races faces Cadiz

88
pottage
cottage
hatchet
latchet
cadet
cadet
catgut
what-not
tit-bit
chit-chat
maintain
attain
pay day
May day

patten Latin matin satin kitten mitten bitten written batten tatting latent patent knitting fitting flitting spitting betting setting getting wetting

89

pinfold enrolled enfold window winnow. encroach? Pinto minnow? enrobe enclose enthrone invoke in hope inwove impose limbo

90

income infant lemon Kenyon pinion minion Minton Lincoln mention tension Fenton Benson Henson pension tympan

Hinnom

rimmon

enchant

encamp

91

Hindoo entomb ensue imbrue inhume impute induce include intrude immure insure inure

92

93 intrigue impede

indeed penny Jenny finny dimly simply wintry gentry entry sentry tiny finely blindly kindly Lindley Henley empty

94

inkhorn fender Endor sender gender lender vendor tender timber splendour swimmer singer ringer dinner thinner winner simmer enter cinder

invoice entice penknife imbibe inscribe imply inside insight indite in time

in rhyme

95

96 index

syntax mimic

inflict insect induct hemlock chymic Kendric inject inspect inflect intact

Indus windlass sinless Indies tennis finish thinish limbless endless gymnast

hindmost

97

98

plenty

inmate ingrate linnet minute gimlet Bennett emmet embrace invade engage enrage impale inhale entail in vain enchain

inlay limit

99 engine

linen

sinning

Linden

singing

ringing

lending

bending

ending

swinging

tinder

Unyoro Mont Fogo winning Comoro swimming Sonoro (combine other trimming words grinning

as follows) Congo boat Pondo gold

100

unknown road an old robe etc.

101 commotion	171 confession	297 looking-glass
103 canopy	173 honesty	300 creosote
104 composer	174 ancestor	301 decorum
108 annotate	176 fantastic	306 heroic
109 anodyne	177 compasses	307 ferocious
111 companion	178 confiscate	310 piano
114 commander	179 punishment	311 presumption
115 canonise	181 plantation	314 decanter
117 wantonness	183 committee	316 pedantic
118 cannonade	184 translator	321 delusion
119 commandment	191 convention	324 seducer
121 conclusion	194 condenser	327 delusive
127 conducive	197 drankenness	330 merino
128 amputate	198 compensate	331 medium
129 concubine	199 contentment	333 deity
130 antidote	214 cucumber	334 redeemer
131 champion	216 pneumonic	337 tedious
132 ante room	224 tubular	338 mediate
133 vanity	227 scrupulous	339 requiem
134 monitor	230 studio	340 wheelbarrow
135 antichrist	231 Puritan	341 desertion
137 handicraft	233 Jubilee	
138 candidate	234 Juniper	343 scenery
139 continent	235 stupefy	344 reporter
140 thunderbolt	236 crucifix	347 eagerness
141 conversion	237 furious	348 demerit
142 kangaroo	238 muriate	349 preferment
143 canary	239 nutriment	351 defiance
144 wanderer	243 rookery	353 delighted
145 drummer-boy	244 usurper	354 designer
146 Antartic	245 supervise	357 decisive
147 handkerchief	247 Eucharist	359 retirement
148 banneret	249 superfine	360 sirocco
149 undermine	267 blue-stocking	361 prediction
151 annoyance	271 musician	363 dejected
154 lamplighter	277 nutritious	364 reflector
157 bronchitis	280 mulatto	367 detective
159 handwriting	281 duration	371 petition
160 anecdote	283 humanely	374 deliver
161 complexion	284 newspaper	377 delicious
164 conductor	286 rheumatic	379 refreshment
170 phantoscope	294 bookbinder	380 stiletto

381	creation
383	degraded
384	creator
386	emetic
387	evasive
390	memento
391	pretentions
393	regency
394	defender
397	relentless
399	delinquent
400	aeronaut
401	cormorant
402	arrowroot
403	parody
404	corona
405	aerolite
406	orthodox
407	corrosive
408	coronet
409	heroine
410	Toronto
413	Burgundy
414	guarantor
415	circumcise
416	sardonic
417	organist
418	personate
419	circumvent
423	perjury
424	circular
427	garrulous
428	fortunate
429	porcupine
430	torpedo
431	artizan
432	fortitude
433	Pharisee
434	gardener
435 436	Carmelite heretic
436	terminus
43/	terminus

438 chariot	544 loiterer
439 harlequin	547 boisterous
441 martyrdom	554 fire-lighter
443 surgery	570 microscope
444 murderer	571 Irishman
447 barbarous	577 righteousnes
448 verberate	581 highwayman
454 survivor	584 rioter
459 surprising	587 quietness
460 Morocco	589 oil-painting
461 correction	591 frying-pan
464 character	597 isinglass
467 perspective	598 nightingale
468 air-jacket	599 fire-engine
471 perdition	600 piccolo
473 argosy	601 explosion
474 barrister	604 October
476 sarcastic	605 crocodile
478 perquisite	607 octopus
479 nourishment	608 acrobat
80 farrago	611 backgammon
481 persuasion	613 auctioneer
484 surveyor	614 seconder
486 carpet-bag	615 reconcile
489 surveying	617 accomplish
491 Birmingham	618 waggonette
493 certainty	619 recompense
494 carpenter	621 occupant
496 arsenic	624 secular
497 portentous	625 occupy
499 turpentine	647 liquorice
503 pioneer	649 nectarine
505 idolise	651 exciseman
508 violet	654 backbiter
509 violin	659 acquirement
510 night-commode	665 recognise
511 triumphant	668 pickpocket
513 irony	671 accession
514 highlander	673 sacristy
516 gigantic	674 aggressor
541 lighterman	678 explicit
543 bribery	680 octavo

681 dictation	754 assigner	845 butterfly
683 bigotry	761 destruction	846 cataract
684 bricklayer	764 disfigure	847 bitterness
685 pocket-knife	767 effective	848 favourite
686 quixotic		849 chattering
688 cricket-bat	771 discussion	861 attraction
689 acquitment	773 sophistry	864 nut-cracker
	774 trespasser	867 attractive
691 extension	777 asbestos	873 atmosphere
694 rocking-chair	779 assassin	874 paymaster
697 mackintosh	781 cessation	875 satisfy
703 devotee	784 testator	876 retrospect
704 passover	785 ascetic	880 bravado
706 chrysolite	787 crustaceous	884 attainder
707 frivolous	791 ascendant	891 attendance
708 desolate	793 assembly	893 patentee
710 discompose	794 messenger	897 attentive
711 husbandman	797 Cavendish	902 introduce
713 peasantry	798 fascinate	903 crinoline
717 astonish	801 ottoman	904 inclosure
718 esplanade	806 rhetoric	907 cenotaph
723 refugee	808 bayonet	908 renovate
724 muscular	810 buttonhole	909 indolent
726 bivouac	813 vacancy	910 incommode
727 Esculus	814 stationer	911 injunction
728 rivulet	815 patronize	913 chimpanzee
730 mosquito	816 Atlantic	914 pensioner
731 covenant	821 petulant	915 dynamite
732 destitute	824 ale-brewer	916 dynamic
733 destiny	828 saturate	917 encompass
734 officer	829 flatulent	918 remonstrate
735 testify	830 petticoat	919 incumbent
737 precipice	831 aide-de-camp	921 infusion
738 profligate	832 attribute	923 penury
739 dividend	833 strategy	924 singular
741 fisherman	834 gamekeeper	927 strenuous
742 afternoon	835 ratify	928 stimulate
743 raspberry	838 etiquette	929 genuine
744 plasterer	839 alien	930 envelope
745 reservoir	841 veteran	931 mendicant
747 governess	843 attorney	932 institute
751 affiance	844 flatterer	933 remedy

934	vinegar
935	simplify
936	intellect
937	Pentecost
938	imitate
939	penitent
940	interlope
941	immersion
942	interlude
943	memory
944	emperor
945	enterprise
946	interdict

947 interest	
948 temperate	
949 insurgent	
950 embryo	
953 enquiry	
954 enquirer	
959 enlighten	
961 infliction	
963 mimicry	
964 inspector	
967 vindictive	
970 indispose	
971 impression	

976 gymnastie 978 implicit 979 investment 981 sensation 984 engraver 991 intention 993 engineer 964 inventor 996 intrinsic 997 incentive

973 dynasty 974 impostor



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 Scripture Narraitve, and Incidents, Discourses, and Parables, giving honk and enanter w

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